

**2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 7 (TERM 1)**

TERM 1	WEEK 1	WEEK 2-3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
<b>CAPS TOPICS</b>	<b>Baseline assessment</b>	<b>Music literacy</b>	<b>Music literacy Music listening Performing and creating music</b>		<b>Music literacy Music listening Performing and creating music</b>		<b>Music literacy Music listening Performing and creating music</b>		<b>Formal practical assessment</b>	<b>Formal practical assessment</b>		
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration –concepts of all note values: Semibreve Minim Crotchet Quaver Semi-quaver</li> <li>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers</li> </ul>	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration – Concepts of all note values: Semibreve Minim Crotchet Quaver Semi-quaver</li> <li>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers</li> <li>Pitch</li> <li>Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the meter of the music as duple (two beats), triple (three beats) or quadruple time (four beats)</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa (do, re, mi, fa, so, la, ti, do).</li> <li>Following simple musical scores while listening to music</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving</li> </ul>		<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the story that the music is telling (sad/happy, recognising a dance, a march, etc.) and the instruments used in the performance</li> <li>Following simple musical scores while listening to music</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving</li> </ul>		<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments</li> <li>Playing music from graphic scores</li> <li>Creating instrumental music in group and solo context using: - Rhythmic repetition through clapping or drumming - Rhythmic question and answer through clapping or drumming</li> </ul>		<p><b>Formal assessment task</b> Practical Music Performance 25 marks assessed with a rubric: Practical performance by individual and/or groups Group and solo performances of music created including all concepts covered during first term.</p>			
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims and quavers and semibreve. Elementary use of non-melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.											
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>CD player / laptop with selected songs</li> <li>Workbook</li> <li>Sheet with stave</li> <li>Poster with stave and treble clef</li> <li>Flashcards with crotchets, minims and quavers, semibreves, semiquavers</li> </ul>			<ul style="list-style-type: none"> <li>Workbook:</li> <li>Poster /copy of short well-known songs.</li> <li>CD player/ laptop with selected songs</li> </ul>		<ul style="list-style-type: none"> <li>Score sheets with repertoire of music</li> <li>Compilation of various songs</li> <li>Sound system /music equipment</li> <li>DVD, CD, sheet music</li> <li>Recorded music on USB</li> <li>Non-melodic musical instruments, e.g. drum, rattle, maracas, sticks, tambourine</li> </ul>				<p>Appropriate performance space: classroom, hall, stage, etc.;</p> <p>CD player, video camera/ cell phone camera (optional)</p> <p>Music system</p>		
	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes, etc. Senior Phase Music Guide. WCED: <a href="https://bit.ly/2JBzAFj">https://bit.ly/2JBzAFj</a> Lesson Plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</a>											
<b>INFORMAL ASSESSMENT, REMEDIATION</b>	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.											
	Music Literacy quizzes to consolidate concepts learned during the first week (written sheet or music workbook)	Workbook: Practical consolidation/ revision of treble clef & as crotchets, quavers, minims using rhythmic patterns and well-known songs.  Short written test to consolidate concepts.	Observation, listening to selected pieces of music  Discussion on Sol-fa notation	Workbook: worksheet  Discussion of each song: history, mood, era, etc.	Workbook: Groupwork creating graphic scores to perform own music  Side coaching on group work creating graphic score					Classroom discussion and reflection on performances		
<b>SBA (FORMAL ASSESSMENT)</b>	Supporting learners/groups, rendering assistance with their creation of their practical performance  Observational support of practical music processes								<b>Formal assessment task: Practical music performance</b> <b>25 marks assessed with a rubric:</b> <b>Practical performance by individual and / groups</b>			

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 7 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>CAPS TOPICS</b>	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Formal practical and written assessment
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Duration: Introduction of the dotted note, also in relation to: crotchets, quavers, minims, semibreves, dotted minim</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>Listening to a variety of recorded or live music and describing the <b>meter of the music as duple (2 beats) or triple (3 beats) or quadruple (4 beats) time</b></li> </ul>	<ul style="list-style-type: none"> <li>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>Listening to a variety of recorded or live music and describing the <b>tempo (fast/slow; faster/slower)</b></li> <li>Follow musical scores while listening to music</li> </ul>	<ul style="list-style-type: none"> <li>Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>Listening to a variety of recorded or live music and describing the <b>dynamics (soft/loud, softer/louder)</b></li> <li>Follow musical scores while listening to music</li> </ul>	<ul style="list-style-type: none"> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>Listening to a variety of recorded or live music and describing the <b>meaning or story of the music</b></li> <li>Follow musical scores while listening to music</li> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying</li> </ul>	<ul style="list-style-type: none"> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>Listening to a variety of recorded or live music and describing the <b>lyrics of the music</b></li> <li>Follow musical scores while listening to music</li> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying</li> <li>Performing and composing music that uses non-conventional notation, e.g. graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>Creating own vocal and instrumental music in group and solo context: <b>Melodic repetition</b> (vocal or instrumental), <b>melodic question and answer</b> (vocal or instrumental), <b>rhythmic improvisation</b> on African drums</li> </ul>	Creating own vocal and instrumental music in group and solo context: <b>Melodic repetition</b> (vocal or instrumental), <b>melodic question and answer</b> (vocal or instrumental), <b>rhythmic improvisation</b> on African drums	<p><b>GUIDELINES FOR MID-YEAR TESTS</b></p> <p>Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during term 1 and 2.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances.</p> <p>Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks.</p> <p>Performance skills, audience behaviour, theatre etiquette.</p>	
<b>REQUISITE PRE-KNOWLEDGE</b>	<p>Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef</p> <p>Basic understanding of note values: crotchets, minims, quavers, semibreve and the value of dotted notes in relation to all the note values</p> <p>Elementary use of non-melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way</p> <p>Some understanding of tonic- sol-fa through songs</p>									<p><b>Formal practical performance: Individual and /or groups</b></p> <p><b>25 marks</b></p> <p><b>Formal written assessment focussing on music literacy covered during term 1 and 2</b></p> <p><b>25 marks</b></p> <p><b>Cognitive levels:</b></p> <p><b>Lower order: 30%</b></p> <p><b>Middle order: 40%</b></p> <p><b>Higher order: 30%</b></p> <p><b>Equal weighting between practical and written assessment.</b></p> <p><b>Recommendation: Test slot on timetable to assess practical and theory test</b></p>
<b>RESOURCES TO ENHANCE LEARNING</b>	<p>Open, adequate classroom space, CD player, interactive whiteboard/ data projector &amp; laptop, videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc.</p> <p>Lesson plans: <a href="https://bit.ly/39BuXGc">https://bit.ly/39BuXGc</a></p> <p>Musical instruments, textbooks/songbooks/file resource with or without CD with music and/or accompaniments.</p>									
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	<p>Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</p>									
	Workbook: New terminology explored with quizzes, pictures, diagrams, etc.	Workbook: Mind map of elements of music	Workbook: Mind map of elements of music	Workbook: Reflection by means of journal on relationship in music	Peer assessment on creating musical performances	Peer assessment on creating musical performances	Rehearsal, directing by teacher and peers towards polished music performance	Rehearsal, directing by teacher and peers towards polished music performance		
<b>SBA (FORMAL ASSESSMENT)</b>	<p>Supporting learners /groups, rendering assistance with their creation of their practical performance</p> <p>Observational support of practical music processes</p>									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>CAPS TOPICS</b>	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Formal practical assessment
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• <b>Treble and bass clef</b></li> <li>• <b>Letter names</b> of notes on the treble and bass clef</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>• Listen to a variety of recorded or live music and describe the <b>meter</b> (duple or triple or quadruple time, the <b>tempo</b> (fast/slow) and the <b>dynamics</b> (soft/loud) of the music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Duration:</b> Consolidation of content learned</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>• <b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves</li> <li>• Listening to a variety of recorded or live music and describing the <b>meaning or story</b>, the <b>lyrics</b> and the <b>texture</b> of the music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves</li> <li>• Introducing the concept of <b>polyrhythm</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem, e.g. storm, rain, etc.</li> <li>• Performing music that uses non-conventional notation, e.g. graphic scores</li> <li>• African drumming</li> </ul>	(Continuing from previous week) <ul style="list-style-type: none"> <li>• Create a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem, e.g. storm, rain, etc.</li> <li>• Performing music that uses non-conventional notation, e.g. graphic scores</li> <li>• African drumming</li> </ul>	Create own vocal and instrumental music in group and solo context including some of the following: <ul style="list-style-type: none"> <li>• <b>Melodic repetition</b></li> <li>• <b>Melodic question and answer</b></li> <li>• <b>Rhythmic improvisation on an ostinato or riff</b> by clapping or drumming</li> </ul> <b>Vocal or melodic improvisation on an ostinato or riff</b>	Create own vocal and instrumental music in group and solo context including some of the following: <ul style="list-style-type: none"> <li>• <b>Melodic repetition</b></li> <li>• <b>Melodic question and answer</b></li> <li>• <b>Rhythmic improvisation on an ostinato or riff</b> by clapping or drumming</li> </ul> <b>Vocal or melodic improvisation on an ostinato or riff</b>	<b>Formal assessment task: Practical music performance</b> 25 marks assessed with a rubric: Practical performance by individual and/or groups Group and solo performances of music created including all concepts covered during first term		
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims, quavers, semibreve and the value of dotted notes in relation to all the note values. Elementary use of non-melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.									
<b>RESOURCES TO ENHANCE LEARNING</b>	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> & audio editor programmes etc. Lesson plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a> Musical instruments, textbooks/songbooks/file resource with or without CD with music and/or accompaniments									
<b>INFORMAL ASSESSMENT, REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: New terminology explored with quizzes, pictures, diagrams, etc.	Workbook: Mind map of elements of music	Workbook: Reflection by means of journal on relationship in music	Peer assessment on creating musical performances	Peer assessment on creating musical performances	Rehearsal, directing by teacher and peers towards polished music performance				
<b>SBA (FORMAL ASSESSMENT)</b>	Supporting learners /groups rendering assistance with their creation of their practical performance. Observational support of practical music processes									<b>Formal assessment task: Practical music performance</b>

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-10
<b>CAPS TOPICS</b>	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	<b>GUIDELINES FOR END-OF-YEAR EXAMINATION</b> Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during term 3 and 4. NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired. Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette. <b>Formal practical performance: individual and /or groups</b> <b>25 marks</b> <b>Formal written assessment focussing on music literacy covered during term 3 and 4.</b> <b>25 marks</b> <b>Cognitive levels:</b> <b>Lower order: 30%</b> <b>Middle order: 40%</b> <b>Higher order: 30%</b> <b>Equal weighting between practical and written assessment</b> <b>Recommendation: Exam slot on timetable to assess practical and theory test</b>
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• <b>Treble and bass clef</b></li> <li>• <b>Letter names</b> of notes on the treble and bass clef</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>• Listening to a variety of recorded or live music and describing the <b>meter</b> (duple or triple or quadruple time, the <b>tempo</b> (fast/slow) and the <b>dynamics</b> (soft/loud) of the music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Duration:</b> Consolidation of content learned</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>• <b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves</li> <li>• Listening to a variety of recorded or live music and describing the <b>meaning or story</b>, the <b>lyrics</b> and the <b>texture</b> of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping or drumming polyrhythmic phrases</li> <li>• Clapping or drumming short rhythmic phrases that use crotchets, minims, semibreves, quavers and semiquavers</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem, e.g. storm, rain</li> <li>• Performing music that uses non-conventional notation, e.g. graphic scores</li> <li>• African drumming</li> </ul>	<ul style="list-style-type: none"> <li>• Create own vocal and instrumental music in group and solo context including the following:                             <ul style="list-style-type: none"> <li>• <b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li>• <b>Sound pictures</b> based on a story or poem using the voice or instruments</li> <li>• <b>Writing own four-line song</b> lyrics and melody based on a social issue</li> </ul> </li> </ul>	(Continuing from previous week) <ul style="list-style-type: none"> <li>• Create own vocal and instrumental music in group and solo context including the following:                             <ul style="list-style-type: none"> <li>• <b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li>• <b>Sound pictures</b> based on a story or poem using the voice or instruments</li> <li>• <b>Writing own four-line song</b> lyrics and melody based on a social issue</li> </ul> </li> </ul>	(Continuing from previous week) <ul style="list-style-type: none"> <li>• Create own vocal and instrumental music in group and solo context including the following:                             <ul style="list-style-type: none"> <li>• <b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li>• <b>Sound pictures</b> based on a story or poem using the voice or instruments</li> <li>• <b>Writing own four-line song</b> lyrics and melody based on a social issue</li> </ul> </li> </ul>	
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding of musical staves, treble and bass clefs and letter names of the lines and spaces in the treble clef and bass clef Basic understanding of note values: crotchets, minims, quavers and semibreve as well as dotted notes in relation to all note values Elementary use of non-melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way Some understanding of tonic- sol-fa through songs							
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc. Lesson plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a> Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments							
<b>INFORMAL ASSESSMENT, REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Workbook: New terminology explored with quizzes, pictures, diagrams, etc.	Workbook: Mind map of elements of music	Workbook: Reflection by means of journal on relationship in music	Workbook: Reflection by means of journal on relationship in music	Peer assessment on creating musical performances	Peer assessment on creating musical performances	Rehearsal, directing by teacher and peers towards polished music performance	
<b>SBA (FORMAL ASSESSMENT)</b>	Supporting learners/groups rendering assistance with their creation of their practical performance Observational support of practical music processes							<b>Formal assessment task: Practical music performance</b> <b>Formal written question paper</b>