

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 8 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPIC	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 3D	Visual literacy	Create in 3D	Visual literacy Formal Practical Assessment (3D)
CONCEPTS, SKILLS AND VALUES	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks A quiz, online game/competition. Create a 2D/ 3D artwork focusing on drawing and/or colour media; and design principles – in one lesson Worksheets 	<p>Consolidation and Introductory activities to prepare for creative work in term 1:</p> <p>Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions <p>Create in 2D & 3D, simple paper construction:</p> <ul style="list-style-type: none"> Drawing and/or colour media: Exploring a variety of media and techniques Art elements: Line, tone, mark-making, and texture used in own lettering and/or pattern-making, drawing, cutting and sticking shapes in series Design principles: Balance, contrast, emphasis 	<p>Drawing and painting: Creative Lettering in Popular Culture - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour Design principles: Contrast, proportion, emphasis, unity, balance Variation of paper size and format: Different scale and degrees of detail 	<ul style="list-style-type: none"> Art elements: Use in description of artworks – shape, line, tone, texture, complementary colour Design principles: Use in description of artworks – contrast, proportion, emphasis, unity, balance Emphasis on personal verbal expression, express, identify/ name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: Lettering Values development: lettering in popular culture to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others 	<p>Drawing and painting: Creative Lettering in Graffiti – exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour Design principles: Contrast, proportion, emphasis, unity, balance Variation of paper size and format: Different scale and degrees of detail 	<ul style="list-style-type: none"> Art elements: use in description of artworks – shape, line, tone, texture, complementary colour Design principles: use in description of artworks – contrast, proportion, emphasis, unity, balance Emphasis on personal verbal expression; express, identify/ name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: graffiti Values development: Graffiti to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others 	<p>Creating and constructing a 3D artwork inspired by functional containers: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements and design principles: Conscious application in own work Imaginative representation, spatial awareness: Conscious experience of working with shapes in the modelling process, understanding of depth and visual perspective Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail) 	<ul style="list-style-type: none"> Art elements and design principles: Use in description of artworks (functional containers) Emphasis on the learner’s personal expression and interpretation of functional containers Express, identify/ name, question and reflect through looking, talking, listening and writing about the visual world in relation to functional containers through history Careers in the arts and design fields: Role of the artist in society: Craft as functional or decorative design 	<p>Creating and constructing artwork inspired by mythological containers: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements and design principles: Conscious application in own work (mythological containers) Imaginative representation, spatial awareness: Conscious experience of working with shapes in the modelling process, understanding of depth and visual perspective Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail) 	<ul style="list-style-type: none"> Art elements and design principles: Use in description of artworks Emphasis on the learner’s personal expression and interpretation of mythological containers Express, identify/ name, question and reflect through looking, talking, listening and writing about the visual world in relation to mythological containers through history Careers in the arts and design fields: Role of the artist in society: Craft as functional or decorative design
<p>Two-week process towards 2D Visual Art product → Two-week process towards 2D Visual Art product → Two-week process towards 3D Visual Art product → Two-week process towards 3D Visual Art product</p>										
<p>Focus on consolidating & revising the Art Elements & Design Principles, as well as 2D / 3D skills, using short-term practical assessment tasks every fortnight, i.e. every two weeks. The individual assessment tasks could be linked by a common theme or could form part of 1 larger assessment task.</p>										
<p>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</p> <p>2D: Emphasis on the interpretation of observational projects – photographs and / or testples from life, such as creative lettering in popular culture and graffiti. Variation of paper size and format: different scale and degrees of detail.</p>										
REQUISITE PRE-KNOWLEDGE	Basic understanding and ability to use art elements and principles in 2D and 3D work.									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks.	Photographs in resource books and/or testples from life, such as creative lettering in popular culture and graffiti Coloured inks, dyes, in full colour range, small brushes, small rectangles paper Photographs and/or testples from life, such as a variety of containers with different functions and forms, earthenware clay, any other appropriate material, scratching and modelling tools								
<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard, data projector and laptop</p> <p>Pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc.</p> <p>Lesson plans: https://bit.ly/37WLphE</p> <p>Other resources: https://bit.ly/32RpyXw</p>										

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
INFORMAL ASSESSMENT; REMEDIATION	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.									
	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet.	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet
SBA (FORMAL ASSESSMENT)			Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 2D experience, therefore the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)			Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 3D experience; therefore the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)				
	DEPENDENT ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK)									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 8 (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
CAPS TOPIC	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Practical and Written Tests
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/skills: Including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks A quiz, etc. Create a 2D/ 3D artwork focusing on drawing and/or colour media; and design principles – in one lesson Worksheets 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information, preliminary drawings and sketches Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Understanding of images as symbols Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Understanding of images as symbols Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Understanding of images as symbols Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 3D: Fashion objects</p> <ul style="list-style-type: none"> Design: Art elements and design principles in three-dimensional design projects Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. Planning and preparation: With guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project 	<p>Create in 3D: Fashion objects</p> <ul style="list-style-type: none"> Design: Art elements and design principles in three-dimensional design projects Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. Planning and preparation: With guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project) Use of tools: Safety, consideration of others: Shared resources, concern for the environment 	<p>Create in 3D: Fashion objects</p> <ul style="list-style-type: none"> Design: Art elements and design principles in three-dimensional design projects Use of tools: Safety, consideration of others: Shared resources, concern for the environment 	<p>Create in 3D: Fashion objects</p> <ul style="list-style-type: none"> Finalise artwork for formal assessment 	<p>Create in 3D: Fashion objects</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment. Practical Test: Individual – 25marks 2D artwork: e.g. Drawing on societal issues OR 3D artwork: Fashion objects Recommendation: Test slot on timetable to assess practical test Written Test: 25 marks Terminology Art elements Design principles Symbolic language in art Role of the artist in society Careers in fashion Reflection Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%
		<p>Three-week process towards 2D Visual Art product</p>	<p>Five-week process towards 3D Visual Art product</p>							
REQUISITE PRE-KNOWLEDGE	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work</p> <p>The testples in this template should be adapted to suit individual school contexts</p> <p>While the core content is compulsory, the themes relevant to the learners may be selected</p>									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Photographs from life, such as personal comment on societal issues in South Africa; 2 / 3 / 4B pencils squares of paper.			Tempera paint in limited colour range, white and black. A2 paper.		Photographs in resource books of local craft (e.g. African masks or other fashion object); Learners' choice of recyclable materials Appropriate tools: scissors, craft knives, etc., glue, cardboard strips for glue applicators.			
	<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons;</p> <p>Canva; Book Creator, etc.</p> <p>Lesson Plans: https://bit.ly/39xn2Ka</p>									
INFORMAL ASSESSMENT, REMEDIATION	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									
	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Self-reflection worksheet

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
SBA (FORMAL ASSESSMENT)		Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 2D experience, therefore the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)			Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 3D experience; therefore the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)					Equal weighting between Practical and Theory Test
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK)									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 8 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8-9	WEEK 10-11	
CAPS TOPIC	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D & 3D Visual literacy	
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz, etc. Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson Worksheets 	<p>Create in 2D: E.g. figure drawing/ body templates</p> <ul style="list-style-type: none"> Observation and interpretation of the figure Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Exploration of wet media (optional) for drawing Drawing and painting: Exploring a variety of appropriate media Design: Experiments with art elements and design principles in design projects exploring surface decoration, fashion design, interior design, corporate design Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 2D: E.g. figure drawing/ body templates</p> <ul style="list-style-type: none"> Observation and interpretation of the figure Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Exploration of wet media (optional) for drawing Drawing and painting: Exploring a variety of appropriate media Design: Experiments with art elements and design principles in design projects exploring surface decoration, fashion design, interior design, corporate design Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 2D: E.g. figure drawing/ body templates</p> <ul style="list-style-type: none"> Observation and interpretation of the figure Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Exploration of wet media (optional) for drawing Drawing and painting: Exploring a variety of appropriate media Design: Experiments with art elements and design principles in design projects exploring surface decoration, fashion design, interior design, corporate design Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 2D: E.g. figure drawing/ body templates</p> <ul style="list-style-type: none"> Observation and interpretation of the figure Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis, unity Exploration of wet media (optional) for drawing Drawing and painting: Exploring a variety of appropriate media Design: Experiments with art elements and design principles in design projects exploring surface decoration, fashion design, interior design, corporate design Variation of paper size and format: Different scale and degrees of detail 	<p>Create in 3D: E.g. surface design/ figure drawing/ body templates (or similar themes)</p> <ul style="list-style-type: none"> Design: Apply art elements and design principles to three-dimensional design projects exploring surface decoration, fashion design, interior design, corporate design Spatial awareness: Conscious experience of working with shapes in the construction process Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Use of tools: Safety, consideration of others, sharing resources 	<p>Create in 3D: E.g. surface design/ figure drawing/ body templates (or similar themes)</p> <ul style="list-style-type: none"> Design: Apply art elements and design principles to three-dimensional design projects exploring surface decoration, fashion design, interior design, corporate design Spatial awareness: Conscious experience of working with shapes in the construction process Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Use of tools: Safety, consideration of others, sharing resources 	<p>Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes)</p> <ul style="list-style-type: none"> Design: Apply art elements and design principles to three-dimensional design projects exploring surface decoration, fashion design, interior design, corporate design Spatial awareness: Conscious experience of working with shapes in the construction process Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Use of tools: Safety, consideration of others, sharing resources 	<p>Careers in visual arts and design</p> <ul style="list-style-type: none"> Planning and preparation: With guidance, collects resources, visual information: The role of the artist in society: Careers in the arts and design fields Express, identify/name, reflect on careers in visual arts and design Basic research skills: <ul style="list-style-type: none"> - Access (how find information): Enquire, locate, identify, observe, research - Process (the information): Arrange, compare, evaluate, analyse, communicate - Use: Accept, reject, apply, choose Oral presentation: Careers in visual arts and design. <p>Finalise 2D and 3D artwork and submit for formal assessment</p>	
<p>Focus on combining 2D & 3D into ONE task, if possible, for the term by creating a mixed media activity that includes the above Art Elements & Design Principles: i.e. the exploratory drawings and sketches develop towards the integrated creation of Figures and Design – the learners create artworks / designs out of recyclable materials for a presentation.</p> <p>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p>										
<p>Visual literacy Art elements and design principles: use in description of own and others' artworks. Description of own and others' artwork: Personal meaning and interpretation expressed in words. Develop critical thinking and response The role of the artist in society: careers in the arts and design fields Express, identify/name, question and reflect through researching careers in visual arts and design using various sources, e.g. books, libraries, internet, formal written response or class presentation (could be group work) Planning and preparation: With guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects</p>										
REQUISITE PRE-KNOWLEDGE	Basic understanding and ability to use art elements and principles in 2D and 3D work The testples in this template should be adapted to suit individual school contexts While the core content is compulsory, the themes relevant to the learners may be selected									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Visual stimuli (e.g. seated model / figure); dry media (pencils, ballpoint pens, kokis or black wax crayons) and / wet drawing media: inks, dyes, food colouring, small brushes, etc., A2 paper.	Visual stimuli. Photographs and/or testples from life, such as 3D products from world of work in learners' contexts. Recyclable materials: fabric off-cuts, beads, cardboard, braids, ribbons, sequins, own selection, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of design careers; appropriate applications for research and presentation.							
Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard, data projector and laptop Pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. Lesson plans: https://bit.ly/36nNNPa										
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										
INFORMAL ASSESSMENT; REMEDIATION	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet Workbook: worksheet Artist as contributor to society	Workbook: Worksheet Artist as contributor to society	Presentation: Careers in Visual art and design fields

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8-9	WEEK 10-11
SBA (FORMAL ASSESSMENT)		Practical Assessment: 2D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to create in 3D; therefore, the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)				Practical Assessment: 3D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to Create in 2D; therefore, the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills/ concepts/content covered in class)			
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK)								

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 8 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
CAPS TOPIC	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Practical and written exams	Practical and written exams	
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/skills: Including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz, etc. Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson Worksheets 	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/ visuals from a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/visuals from a chosen theme Art elements: Shape, line, tone, texture Design principles: Balance, proportion, harmony Use different approaches to drawing: Line, tone, texture; mark-making 	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/ visuals from a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/visuals from a chosen theme Art elements: shape, line, tone, texture. Design principles: balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/ visuals from a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/visuals from a chosen theme/ scraperboard on a chosen theme Art elements: Shape, line, tone, texture Design principles: Contrast, balance, proportion, harmony Use different approaches to drawing: Line, tone, texture, mark-making 	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/ visuals from a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/visuals from a chosen theme/ scraperboard on a chosen theme Art elements: Shape, line, tone, texture Design principles: Contrast, balance, proportion, harmony Use different approaches to drawing: Line, tone, texture, mark-making 	<p>Create in 2D, e.g. visuals from a chosen theme/ scraperboard on a chosen, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture.</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/ visuals from a chosen theme/ scraperboard on a chosen theme Art elements: Shape, line, tone, texture. Design principles: Contrast, balance, proportion, harmony Simple etching techniques: Scraperboard/ etching, drawing/ scratching 	<p>Create in 2D, e.g. visuals from a chosen theme / scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/visuals from a chosen theme/ scraperboard on a chosen theme Art elements: Shape, line, tone, texture Design principles: Contrast, balance, proportion, harmony Simple etching techniques: Scraperboard/ etching/ drawing/ scratching 	<p>Create in 2D, e.g. visuals from a chosen theme/ scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world/ current events/ art, craft, design or popular culture</p> <ul style="list-style-type: none"> Planning and preparation: Collect resources, visual information and makes preliminary drawings and sketches Observation and interpretation of crumpled fabric/ visuals from a chosen theme/ scraperboard on a chosen theme Art elements: Shape, line, tone, texture. Design principles: Contrast, balance, proportion, harmony Simple etching techniques: Scraperboard/ etching, drawing/ scratching 	<p>Create in 2D, e.g. visuals from a chosen theme/ scraperboard on a chosen theme</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment <p>Practical exam: Individual - 2D art work: e.g. interpretation of crumpled fabric/visuals from a chosen theme/ scraperboard on a chosen theme 25 marks</p>	<p>Written exam:</p> <ul style="list-style-type: none"> Terminology Art elements Design principles Symbolic language in art Role of the artist in society Visual literacy Careers Reflection <p>25 marks</p> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p>	
<p>The focus should be more on drawing and not on etching & scratching as not all schools have the resources. Focus on combining the 2D activities into ONE task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles.</p> <p>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p> <p>(The focus is predominantly on 2D work as 3D work would have been covered in terms 1-3 this year).</p>											
REQUISITE PRE-KNOWLEDGE	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work</p> <p>The testples in this template should be adapted to suit individual school contexts</p> <p>While the core content is compulsory, the themes relevant to the learners may be selected</p>										
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks</p> <p>Self-reflection in workbooks</p>	<p>Materials:</p> <p>Suitable visual stimuli (e.g. tonal drawing of crumpled fabric/visuals from a chosen theme)</p> <p>Pictures/photographs, A3-A2 sheet of paper; drawing pencils, coloured pencils, ball point pen, fine liner, ink</p>					<p>Materials:</p> <p>Suitable visual stimuli (e.g. visuals from a chosen theme / scraperboard on a chosen theme), white wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools sharp found objects: nails, pins, compass points, etc., stiff paper/ board (approximately 20 x20 cm)</p>				
<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard, data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.</p> <p>Lesson Plans: https://bit.ly/3k7IRS2</p>											
INFORMAL ASSESSMENT; REMEDIATION	<p>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</p>										
	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Self-reflection worksheet	
SBA (FORMAL ASSESSMENT)	<p>Practical assessment: 2D artwork (25 marks assessed with a rubric)</p> <p>(The focus of the assessment task is to create in 2D; therefore, the final product should include art elements and design principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)</p>									<p>Equal weighting between practical and theory examination</p>	