



2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 9 (TERM 1)

TERM 1	WEEK 1	WEEK 2-3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11	
CAPS TOPIC	Baseline assessment	Music literacy	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	
CONCEPTS, SKILLS AND VALUES	<p>Duration</p> <ul style="list-style-type: none"> Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, dotted minim, semiquaver, dotted crotchet Consolidation of 2/4, 3/4, 4/4, 6/8 <p>Music terminology</p> <p>Consolidate musical terms:</p> <p>Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo</p> <p>Pitch</p> <p>Consolidation of the construction of the major scale: C, G, D and F major</p>	<p>Duration</p> <ul style="list-style-type: none"> Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet Consolidation of 2/4, 3/4, 4/4, 6/8 <p>Music terminology</p> <p>Consolidate musical terms:</p> <p>Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo</p> <p>Pitch</p> <p>Consolidation of the construction of the major scale: C, G, D and F major</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Strings Woodwind Brass Percussion 	<p>Pitch</p> <ul style="list-style-type: none"> Ledger lines Intervals on i, iv and v (closed position) <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Strings Woodwind <p>Group or solo performances from the standard repertoire of Western/ African/ Indian/ popular musical styles:</p> <ul style="list-style-type: none"> Solo vocal works 	<p>Pitch</p> <p>Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Woodwind <p>Group or solo performances from the standard repertoire of Western/ African/ Indian/ popular musical styles:</p> <ul style="list-style-type: none"> Solo instrumental works 	<p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Brass <p>Group or solo performances from the standard repertoire of Western/ African/ Indian/ popular musical styles:</p> <ul style="list-style-type: none"> Choral works 	<p>Music terminology</p> <p>Tempo: Allegro, andante, allegretto, largo</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Brass <p>Group or solo performances from the standard repertoire of Western/ African/ Indian/ popular musical styles:</p> <ul style="list-style-type: none"> Group instrumental works 	<p>Music terminology</p> <p>Articulation: Legato, staccato</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Percussion <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> Rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given 	<p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> Percussion <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> Rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given 	<p>Formal practical assessment task (FAT):</p> <p>Practical listening activity with questionnaire based on the sound of the families of instruments</p> <p>Including assessing music literacy and own appreciation and evaluating performances listened to:</p> <p>25 marks</p>	
REQUISITE PRE-KNOWLEDGE	The basic elements and theory of music which were taught in primary school and grade 8: Clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)						Preparation towards Music listening activity during past 8 weeks.			
RESOURCES TO ENHANCE LEARNING	Musical instruments, textbooks, songbooks, file resource with or without CD with music and/or accompaniments Senior Phase Music Guide for teachers (WCED): https://bit.ly/2JBzAFj Lesson plans: https://bit.ly/37WLphE									
INFORMAL ASSESSMENT REMEDIATION	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique Peer assessment on creating musical performances Rehearsal, directing by teacher and peers towards polished music performance									
	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.		Observation, side coaching and direction by teacher to continuously improve technique		Peer assessment on creating musical performances		Observation, side coaching and direction by teacher to continuously improve technique		Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.	
SBA (FORMAL ASSESSMENT)	Formal assessment task: Listening activity 25 marks									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 9 (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	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
CONCEPTS, SKILLS AND VALUES	<ul style="list-style-type: none"> Duration and pitch Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm, making use of the note values learnt Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming Music terminology: Revised music terminology 	<ul style="list-style-type: none"> Key signatures of C, G, D and F major Ledger lines Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming Music terminology: Revised music terminology 	<ul style="list-style-type: none"> Key signatures of C, G, D and F major Intervals Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming Music terminology: Revised music terminology 	<ul style="list-style-type: none"> Key signatures of C, G, D and F major Triads on I, IV and V (close position) Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming Music terminology: Revised music terminology 	<ul style="list-style-type: none"> Listening to one of the following styles: Reggae, kwaito, R&B, African jazz Write own impression of the music focusing on the artist(s) 	<ul style="list-style-type: none"> Listening to one of the following styles: Reggae, kwaito, R&B, African jazz Write own impression of the music focusing on the special features of the music regarding rhythm and tempo 	<ul style="list-style-type: none"> Listening to one of the following styles: Reggae, kwaito, R&B, African jazz Write own impression of the music focusing on the special features of the music regarding instruments and voices Creating own music in group and solo context: Adding music to words (two lines) 	<ul style="list-style-type: none"> Listening to one of the following styles: Reggae, kwaito, R&B, African jazz Write own impression of the music focusing on the special features of the music regarding the story of the music/lyrics Creating own music in group and solo context: Adding music to words (two lines) 	<ul style="list-style-type: none"> Creating own music in group and solo context: Adding music to words (two lines) 	<p>GUIDELINES FOR MID-YEAR TESTS</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> <p>Formal practical performance: individual and/or groups</p> <p>25 marks</p> <p>Formal written assessment focussing on music literacy covered during term 1 and 2.</p> <p>25 marks</p> <p>Cognitive levels:</p> <p>Lower order: 30%</p> <p>Middle order: 40%</p> <p>Higher order: 30%</p> <p>Equal weighting between practical and written assessment</p> <p>Recommendation: Test slot on timetable to assess practical and theory tests</p>
REQUISITE PRE-KNOWLEDGE	The basic elements and theory of music which were taught in previous terms: Clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)									
RESOURCES TO ENHANCE LEARNING	Musical instruments, textbooks, songbooks, file resource with or without CD with music and/or accompaniments Lesson plans: https://bit.ly/39BuXGc									
INFORMAL ASSESSMENT; REMEDIATION	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique. Peer assessment on creating musical performances. Rehearsal, directing by teacher and peers towards polished Music performance									
	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.	Peer assessment on creating musical performances	Peer assessment on creating musical performances	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Peer assessment on creating musical performances	Peer assessment on creating musical performances	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	
SBA (FORMAL ASSESSMENT)	<p>Formal practical performance: Individual and/or groups. 25 marks</p> <p>Formal written test focussing on music literacy covered throughout the term. 25 marks</p>									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 9 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5-6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPIC	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
CONCEPTS, SKILLS AND VALUES	<ul style="list-style-type: none"> • Duration and pitch Write the scales of C, G, D and F major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming • Music terminology: Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera • Sing along with one of the choruses/solos 	<ul style="list-style-type: none"> • Key signatures of C, G, D and F major • Ledger lines • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming • Music Terminology: Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera • Sing along with one of the choruses/solos 	<ul style="list-style-type: none"> • Key signatures of C, G, D and F major • Intervals • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming • Music terminology: Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera • Sing along with one of the choruses/solos 	<ul style="list-style-type: none"> • Key signatures of C, G, D and F major • Triads on I, IV and V (close position) • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming • Music terminology: Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera • Sing along with one of the choruses/solos 	<ul style="list-style-type: none"> • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera • Sing along with one of the choruses/solos 	<ul style="list-style-type: none"> • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): • Write a storyline of a musical/opera • Sing along with one of the choruses/solos • Adding music to words of a poem (four lines) 	<p>Continue from previous week</p> <ul style="list-style-type: none"> • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): • Write a storyline of a musical/opera • Sing along with one of the choruses/solos • Adding music to words of a poem (four lines) 	<p>Formal practical assessment task (FAT):</p> <p>Group performance by singing along with one of choruses or solo parts from a musical</p> <p>Adding dynamics, rhythmical improvisation and available instrumental accompaniment. (melodic and/or percussion)</p> <p>25 marks</p>	
REQUISITE PRE-KNOWLEDGE	The basic elements and theory of music which were taught in previous terms: Clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)								
RESOURCES TO ENHANCE LEARNING	Musical instruments, textbooks, songbooks/file resource with or without CD with music and/or accompaniments Lesson plans: https://bit.ly/36nNNPa								
INFORMAL ASSESSMENT; REMEDIATION	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique Peer assessment on creating musical performances Rehearsal, directing by teacher and peers towards polished music performance								Preparation towards practical activity.
	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique	
SBA (FORMAL ASSESSMENT)	Formal practical assessment task: 25 marks								

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 9 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-8	WEEK 9-10
CAPS TOPIC	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
CONCEPTS, SKILLS AND VALUES	Revision and applying of content: <ul style="list-style-type: none"> Write the scales of C, G, D and F major in the treble rhythmically using note values learnt Key signatures of C, G, D and F major treble and bass clefs in an interesting rhythm making use of the note values learnt Ledger lines Intervals Triads Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming 	Revision and applying of content: <ul style="list-style-type: none"> Write the scales of C, G, D and F major in the treble rhythmically using note values learnt Key signatures of C, G, D and F major treble and bass clefs in an interesting rhythm making use of the note values learnt Ledger lines Intervals Triads Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming Discussion of the National Anthem reflecting on the following: <ul style="list-style-type: none"> The contributors to the anthem The meaning of the text of the anthem 	Revision and applying of content: <ul style="list-style-type: none"> Write the scales of C, G, D and F major in the treble rhythmically using note values learnt Key signatures of C, G, D and F major treble and bass clefs in an interesting rhythm making use of the note values learnt Ledger lines Intervals Triads Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming Creating an advertisement for a product or event using own lyrics and music 	Creating an advertisement for a product or event using own lyrics and music <ul style="list-style-type: none"> Prepare group/solo performance 	GUIDELINES FOR MID-YEAR EXAMINATION 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 Formal practical performance: Individual and /or groups 25 marks Formal written assessment focussing on music literacy covered during term 3 and 4 25 marks Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30% Equal weighting between practical and written assessment. Recommendation: test slot on timetable to assess practical and theory Examination.		
REQUISITE PRE-KNOWLEDGE	The basic elements and theory of music which were taught in previous terms: Clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)						
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Musical instruments, textbooks, songbooks, file resource with or without CD with music and/or accompaniments Lesson plans: https://bit.ly/3k7IRS2						
INFORMAL ASSESSMENT; REMEDIATION	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique Peer assessment on creating musical performances Rehearsal, directing by teacher and peers towards polished music performance						
	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: New terminology explored by means of quizzes, pictures, diagrams, etc.	Peer assessment on creating musical performances	Observation, side coaching and direction by teacher to continuously improve technique			
SBA (FORMAL ASSESSMENT)	Formal assessment Formal practical performance: individual and/or groups Formal written question paper focussing on music literacy covered throughout the term 25 marks						