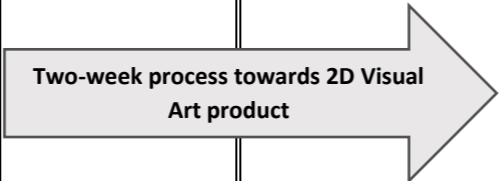
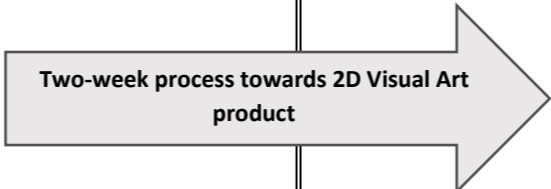
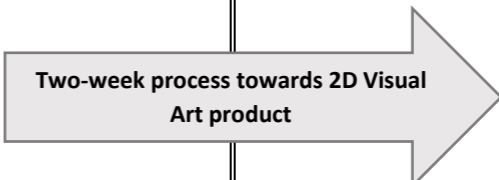
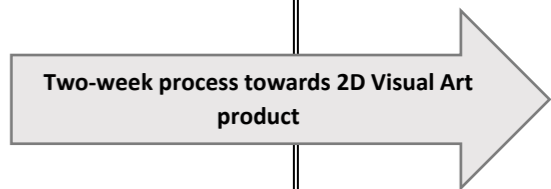


**2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 9 (TERM 1)**

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11	
<b>CAPS TOPIC</b>	Visual literacy Create in 2D & 3D (Baseline & orientation)		Create in 2D	Visual literacy	Visual literacy Create in 2D	Visual literacy Formal practical assessment (2D)	Create in 2D	Visual literacy	Visual literacy Create in 2D	Visual literacy Formal practical assessment (2D)	
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Do a baseline assessment: Could include, but not limited to any of the following activities:</b></p> <ul style="list-style-type: none"> <li>Practical art activities (exercises) exploring different art elements and design principles</li> <li>Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks</li> <li>A quiz, online game/competition</li> <li>Create a 2D / 3D artwork focusing on drawing and/or colour media, and design principles – in one lesson</li> <li>Worksheets</li> </ul>		<p><b>Consolidation and Introductory activities to prepare for creative work in term 1:</b></p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name <b>art elements and design principles</b> in compositions</li> </ul> <p><b>Create in 2D:</b></p> <ul style="list-style-type: none"> <li>Drawing and painting with extended use of media and techniques</li> <li>Art elements: (same as before but include analogous/ related colour)</li> <li>Design principles</li> </ul>	<p><b>Drawing and painting: Creative interpretation of a portrait of another – exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use in own work</li> <li>Exploration of a variety of painting techniques: Deepen and extend colour-mixing, brush manipulation, personal interpretation</li> <li>Emphasis on the personal expression, observation, and interpretation of the <b>portrait</b></li> </ul>	<ul style="list-style-type: none"> <li>Understanding &amp; recognition of images expressed in words: Express, identify/name, question and reflect through looking, listening and talking about portraits</li> </ul>	<p><b>Communication skills: Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and recognise symbolic language with reference to:                             <ul style="list-style-type: none"> <li>Portraits</li> <li>The role of the artist</li> <li>Similarities and differences, respect and understanding of self and community, the arts as heritage</li> <li>Looking, listening, and talking about role of artist as contributor, observer, and social commentator in <b>local</b> society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Personal meaning and recognition of images regarding the role of the artist in <b>local</b> society expressed in words: Interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols</li> <li>Research: Artist/ artwork/ style using various sources: Books, libraries, internet, etc.</li> <li>Formal written response</li> <li>Emphasis on the learner's personal expression and interpretation</li> </ul>	<p><b>Drawing and painting: Creative interpretation of a self-portrait – exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use in own work</li> <li>Exploration of a variety of painting techniques: Deepen and extend colour-mixing, brush manipulation, personal interpretation</li> <li>Emphasis on the personal expression, observation, and interpretation of the <b>self-portrait</b></li> </ul>	<ul style="list-style-type: none"> <li>Understanding &amp; recognition of images expressed in words: Express, identify/name, question and reflect through looking, listening and talking about self-portraits</li> </ul>	<p><b>Communication skills: Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and recognise symbolic language with reference to:                             <ul style="list-style-type: none"> <li>Self-portraits</li> <li>The role of the artist</li> <li>Similarities and differences, respect and understanding of self and the wider community, the arts as heritage</li> <li>The role of the artist in <b>global</b> society: Role of artist as contributor, observer, and social commentator in wider society</li> </ul> </li> <li>Research: Artist/ artwork/ style using various sources: Books, libraries, internet, etc.</li> <li>Formal written response</li> <li>Emphasis on the learner's personal expression and interpretation</li> <li>Class presentations about the role of the artist in <b>global</b> society (could be group work)</li> </ul>	
			 <p>Two-week process towards 2D Visual Art product</p>		 <p>Two-week process towards 2D Visual Art product</p>			 <p>Two-week process towards 2D Visual Art product</p>		 <p>Two-week process towards 2D Visual Art product</p>	
<p><b>Focus on consolidating &amp; revising the Art Elements &amp; Design Principles, as well as 2D skills, using short-term practical assessment tasks every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual assessment tasks could be linked by a common theme or could form part of 1 larger assessment task.</b></p>											
<p><b>2D: Emphasis on the interpretation of observational projects – photographs and / or examples from life, such as photographs of portraits / craft &amp; artworks. Variation of paper size and format: different scale and degrees of detail.</b></p>											
<b>REQUISITE PRE-KNOWLEDGE</b>	<p>Basic understanding and ability to use art elements and principles in 2D work</p> <p>Basic research skills:</p> <p><b>Access</b> (how find information): Enquire, locate, identify, observe, research.</p> <p><b>Process</b> (the information): Arrange, compare, evaluate, analyse, communicate</p> <p><b>Use:</b> Accept, reject, apply, choose</p>										

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks	Photographs of artworks (e.g. portraits) Tempera or acrylic paint, or oil pastels, A3 paper			Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in <b>local</b> society	Photographs of artworks (e.g. self-portraits) Tempera or acrylic paint, or oil pastels, A3 paper	Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in <b>global</b> society Classroom discussion			
	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.									

<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									
	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


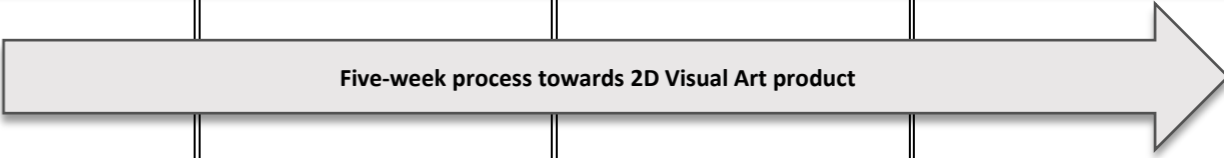
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal assessment: 2D artwork 25 marks assessed with a rubric (The focus of the ASSESSMENT TASK is to create a 2D experience; therefore, the final product should include art elements &amp; design principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)</b>		<b>Formal assessment: 2D artwork 25 marks assessed with a rubric (The focus of the ASSESSMENT TASK is to create a 2D experience; therefore, the final product should include art elements &amp; design principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)</b>							
	Lesson plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</a> Other resources: <a href="https://bit.ly/38MYBrK">https://bit.ly/38MYBrK</a>									
	<b>DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS <u>ONE</u> OF THE SUGGESTED 2D WORKS</b>									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): 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
<b>CAPS TOPIC</b>	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Create in 2D	Create in 2D	Create in 2D	Practical and written tests
<b>CONCEPTS, SKILLS, AND VALUES</b>	<p>Do reflection &amp; recap of previous term's concepts/skills: including any of the following activities:</p> <ul style="list-style-type: none"> <li>Practical art activities (exercises) exploring different art elements and design principles</li> <li>Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks</li> <li>A quiz, etc.</li> <li>Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson</li> <li>Worksheets</li> </ul>	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other</li> <li>Concern for the environment: use of recyclable materials</li> </ul>	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other</li> <li>Concern for the environment: use of recyclable materials</li> </ul>	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other</li> <li>Concern for the environment: use of recyclable materials</li> </ul>	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> <li>Emphasis is on imaginative representation; conscious use of space; spatial awareness: Developing understanding of plane, depth, and visual perspective</li> <li>Construction and modelling techniques, good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other</li> <li>Concern for the environment: use of recyclable materials</li> </ul>	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> <li>Emphasis is on imaginative representation; conscious use of space; spatial awareness: Developing understanding of plane, depth, and visual perspective</li> <li>Construction and modelling techniques, good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other</li> <li>Concern for the environment: Use of recyclable materials</li> </ul>	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation</li> <li>Observation and interpretation of the still life to make public comment</li> </ul> <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> <li>Art elements and design principles: to create a logo</li> <li>Lettering and design projects: experimentation with images and text</li> <li>Patternmaking – create own in collage (experiment with various repeat methods)</li> </ul>	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> <li>Art elements and design principles continue</li> <li>Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation</li> <li>Observation and interpretation of the still life to make public comment</li> </ul> <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> <li>Art elements and design principles: To create a logo</li> <li>Lettering and design projects: Experimentation with images and text</li> <li>Patternmaking – create own in collage (experiment with various repeat methods)</li> </ul>	<p>Create in 2D e.g. still life to make public comment</p> <ul style="list-style-type: none"> <li>Finalise artwork for formal assessment</li> </ul> <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> <li>Finalise artwork for formal assessment</li> </ul>	<p>Create in 2D e.g. still life to make public comment</p> <ul style="list-style-type: none"> <li>Complete and exhibit artwork for formative assessment</li> </ul> <p><b>Practical test: individual – 25 marks</b></p> <p><b>2D artwork: e.g. still life to make public comment</b></p> <p>OR</p> <p><b>a logo using a South African motif</b></p> <p><b>3D artwork: e.g. Marquette for South African sculpture for public space</b></p> <p><b>Written test: 25 marks</b></p> <ul style="list-style-type: none"> <li>Terminology</li> <li>Art elements</li> <li>Design principles</li> <li>Symbolic language in art</li> <li>Role of the artist in society as contributor, observer, and social commentator (term 1)</li> <li>Critical reflection using appropriate art terminology</li> </ul> <p><b>Cognitive levels:</b>  <b>Lower order: 30%</b>  <b>Middle order: 40%</b>  <b>Higher order: 30%</b></p>
		<p><b>Focus on combining 3D &amp; 2D into 1 task, if possible, for the term by creating a mixed media activity that includes the above Art Elements &amp; Design Principles: i.e. the sculpture develops towards drawings &amp; sketches, integrating the creation of Figures and Design – the learners create artworks / designs out of recyclable materials for a presentation.</b></p> <p><b>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</b></p>								
						<p><b>Five-week process towards 3D Visual Art product</b></p>				
							<p><b>Four-week process towards 2D Visual Art product.</b></p>			

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding and ability to use art elements and principles in 2D and 3D work The examples 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									
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks	Paper mâché or own choice of materials & off-cut cardboard for armature Common recyclable objects, appropriate recyclable materials Appropriate adhesive materials & mixed media					Tempera or acrylic paint, or oil pastels in selected colour range (wax crayons / coloured pencils if nothing else is available) Variety of brush sizes A3-A2 paper			
	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. Lesson plans: <a href="https://bit.ly/39xn2Ka">https://bit.ly/39xn2Ka</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									
	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: 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	
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal assessment task: 3D artwork 25 marks assessed with a rubric</b> (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)					<b>Formal assessment: 2D artwork 25 marks assessed with a rubric</b> (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)				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 9 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11	
<b>CAPS TOPIC</b>	<b>Visual literacy</b> Create in 2D & 3D (Reflection & Recap)	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	<b>Create in 2D</b> Visual literacy	
<b>CONCEPTS, SKILLS, AND VALUES</b>	<p>Do reflection &amp; recap of previous term's concepts/skills: including any of the following activities:</p> <ul style="list-style-type: none"> <li>Practical art activities (exercises) exploring different art elements and design principles</li> <li>Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks</li> <li>A quiz, etc.</li> <li>Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson</li> <li>Worksheets</li> </ul>	<p>Create in 2D: e.g. flyer/leaflet/ handout (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible)</li> <li>Art elements and design principles: Exploration in own scraperboard (if possible)</li> <li>Simple etching techniques, e.g. scraperboard, etching, drawing, scratching</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul>	<p>Create in 2D: e.g. flyer/leaflet/ handout (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible)</li> <li>Art elements and design principles: Exploration in own scraperboard (if possible)</li> <li>Simple etching techniques, e.g. scraperboard, etching, drawing, scratching</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul>	<p>Create in 2D: e.g. flyer/leaflet/ handout (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible)</li> <li>Art elements and design principles: Exploration in own scraperboard (if possible)</li> <li>Simple etching techniques, e.g. scraperboard, etching, drawing, scratching</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul>	<p>Create in 2D: e.g. flyer/leaflet/ handout (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible)</li> <li>Art elements and design principles: Exploration in own scraperboard (if possible)</li> <li>Simple etching techniques, e.g. scraperboard, etching, drawing, scratching</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul>	<p>Create in 2D: e.g. flyer/leaflet/ handout (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible)</li> <li>Art elements and design principles: Exploration in own scraperboard (if possible)</li> <li>Simple etching techniques, e.g. scraperboard, etching, drawing, scratching</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul>	<p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Planning and preparation: Work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture</li> <li>Design: Experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture</li> <li>Extend manipulation of a variety of materials</li> </ul>	<p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Planning and preparation: Work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture</li> <li>Design: Experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture</li> <li>Extend manipulation of a variety of materials</li> </ul>	<p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> <li>Planning and preparation: Work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture</li> <li>Design: Experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture</li> <li>Extend manipulation of a variety of materials</li> <li>Formulation of personal values and respect for the opinions and visual expression of others</li> </ul>	
	<p>The focus should be more on drawing and not on etching &amp; scratching as not all schools have the resources. Focus on combining the 2D activities into 1 task for the term by creating a mixed media artwork that includes ALL the above Art Elements &amp; Design Principles. NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p>									
	<p>Five-week process towards 2D Visual Art product</p> 					<p>Five-week process towards 2D Visual Art product</p> 				
<p><b>Visual Literacy:</b> Art elements and design principles: use in description of own and others' artworks Emphasis on personal expression, interpretation of the role of the artist as contributor, observer, and social commentator in wider society Discuss artworks to engage in moral, ethical, and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others Extend and deepen critical thinking and reflective ability Critical thinking &amp; response of own and others' artwork: Personal meaning &amp; interpretation expressed in words</p>					<p><b>Visual Literacy:</b> Art elements and design principles: use in description of examples of global popular culture Emphasis on learner's personal expression and interpretation The role of the artist in society as contributor to global popular culture Discussions: The arts as popular culture Looking, listening, and talking about art and design as popular culture, personal meaning and recognition of images expressed in words, interpret, analyse and recognise symbolic language</p>					



TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding and ability to use art elements and principles in 2D work The examples 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								
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks	Appropriate visual stimuli (e.g. social comment in works by printmaking artist, woodcuts, linocuts, and etchings) 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 30x40 cm)				Appropriate visual stimuli (e.g. art and design examples from popular culture, CD covers, cell phone wallpapers and computer screensavers) Pictures/photographs; A3-A2 sheet of paper, drawing pencils, coloured pencils, ball point pen, fine liner, ink, paper collage/ embossing/ frottage/ stitching			
	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. Lesson plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>								
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	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: 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
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Practical assessment: 2D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to create in 2D – 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)					<b>Practical assessment: 2D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to create in 2D – 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)			
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS <u>ONE</u> OF THE SUGGESTED 2D WORKS								

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

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPIC</b>	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Practical and written exam	Practical and written exam
<b>CONCEPTS, SKILLS, AND VALUES</b>	<p>Do reflection &amp; recap of previous term's concepts/skills: Including any of the following activities:</p> <ul style="list-style-type: none"> <li>Practical art activities (exercises) exploring different art elements and design principles</li> <li>Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks</li> <li>A quiz, etc.</li> <li>Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson</li> <li>Worksheets</li> </ul>	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> <li>Planning and preparation: Work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects</li> <li>Art elements and design principles: Use to create puppet in 3D</li> </ul>	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> <li>Planning and preparation: Work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects</li> <li>Art elements and design principles: Use to create puppet in 3D</li> <li>Construction and modelling techniques: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques)</li> <li>Spatial awareness: Conscious experience of working with shapes in the construction of a puppet</li> <li>Concern for the environment: Use of recyclable materials</li> <li>Use of tools: Safety, consideration of others, sharing resources</li> </ul>	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use to create puppet in 3D</li> <li>Construction and modelling techniques: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques)</li> <li>Spatial awareness: Conscious experience of working with shapes in the construction of a puppet</li> <li>Concern for the environment: Use of recyclable materials</li> <li>Use of tools: Safety, consideration of others, sharing resources</li> </ul>	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> <li>Art elements and design principles: use to create puppet in 3D</li> <li>Construction and modelling techniques: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques)</li> <li>Spatial awareness: Conscious experience of working with shapes in the construction of a puppet</li> <li>Concern for the environment: Use of recyclable materials</li> <li>Use of tools: Safety, consideration of others, sharing resources</li> </ul>	<p>Create in 2D e.g. life drawing of model</p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use in life drawing of model</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Emphasis on the observation and interpretation of the model</li> <li>Variation of paper size and format: Encourage working in different scale and degrees of detail</li> </ul> <p><b>OR</b></p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> <li>Art elements and design principles: Appropriate choice and use</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Possible inclusion of lettering and design projects, patternmaking</li> <li>Emphasis on the interpretation of own belonging in the global world</li> </ul>	<p>Create in 2D e.g. life drawing of model</p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use in life drawing of model</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Emphasis on the observation and interpretation of the model</li> <li>Deepen and extend various approaches to drawing: Line, tone, texture, mark-making</li> </ul> <p><b>OR</b></p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Possible inclusion of lettering and design projects, patternmaking</li> <li>Emphasis on the interpretation of own belonging in the global world</li> </ul>	<p>Create in 2D e.g. life drawing of model</p> <ul style="list-style-type: none"> <li>Art elements and design principles: Use in life drawing of model</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Emphasis on the observation and interpretation of the model</li> <li>Deepen and extend various approaches to drawing: Line, tone, texture, mark-making.</li> </ul> <p><b>OR</b></p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Drawing and painting: Exploring a variety and combination of mixed media</li> <li>Possible inclusion of lettering and design projects, patternmaking</li> <li>Emphasis on the interpretation of own belonging in the global world</li> </ul>	<p>Create in 2D</p> <p>Complete and exhibit artwork for formative assessment.</p> <p><b>Practical exam: Individual</b></p> <p>Create in 3D: E.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <p>Create in 2D e.g. life drawing of model</p> <p><b>OR</b></p> <p>Create in 2D e.g. symbolic personal expression of belonging in the global world</p> <p><b>25 marks</b></p>	<p><b>Written exam:</b></p> <ul style="list-style-type: none"> <li>Terminology</li> <li>Art elements</li> <li>Design principles</li> <li>Symbolic language in art</li> <li>Role of the artist in society</li> <li>Visual literacy</li> <li>Careers</li> <li>Reflection</li> </ul> <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>

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding and ability to use art elements and principles in 2D and 3D work The examples 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									
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks	<b>Materials:</b> Boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, beads, wire Common recyclable objects, appropriate recyclable materials Appropriate adhesive materials & mixed media				<b>Materials:</b> Learners' own choice of mixed media				
	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. Lesson plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</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									
	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: Worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: Self-reflection worksheet	Workbook: Self-reflection worksheet
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal assessment task: 3D artwork 25 marks assessed with a rubric</b> (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)				<b>Practical assessment: 2D artwork 25 marks assessed with a rubric</b> (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)					<b>Equal weighting between practical and theory examination</b>
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										