

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 11 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11																				
Inland Cluster (IC): Free State, Gauteng, Limpopo, Mpumalanga and North West provinces; Coastal Cluster (CC): Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape Provinces																															
CAPS TOPIC	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2																				
CORE CONCEPTS, SKILLS AND VALUES	Introduction of topics & baseline assessment	Catch up – visual literacy	Theme 1: Overview of the 19 th century neo-classicism – David	Theme 1: Overview of the 19 th century romanticism – Delacroix	Theme 1: Overview of the 19 th century romanticism – Constable or Turner	Theme 1: Overview of the 19 th century realism – Courbet or Daumier	Consolidation, reflection and intervention	Theme 2: Birth of modernism – impressionism overview	Theme 2: Birth of modernism impressionism – Manet, Monet or Degas	Theme 2: Birth of modernism impressionism – Neo-Impressionism	Consolidation, reflection and intervention.																				
	Recap Grade 10 how to analyse an artwork		A minimum of FOUR specific artworks from at least two of the listed movements, style in this theme must be selected for an in-depth study to illustrate the working of these artworks in the theme. Where possible, at least two Southern African examples should be linked.					A minimum of FOUR specific artworks from at least two of the listed movements, styles in this theme must be selected for an in-depth study to illustrate the working of these artworks in the theme. Where possible, at least two Southern African examples should be linked.																							
	TOPIC 3: Theory – note to teachers							Theme 1. Overview of 19th century Theme 2. Birth of modernism Theme 3. Early 20th century Theme 4. Architecture Theme 5. Between the wars Theme 6. Survey of post-1945 Theme 7. New media Theme 8. The art world																							
	<ul style="list-style-type: none"> The first two weeks are set aside for visual literacy by applying art elements & principles, media, techniques, style, meaning, etc. to specific artworks. It is recommended that teachers choose a minimum of 5 of the eight themes and 4 specific artworks per theme for in-depth study. For this teaching plan, certain themes and artists have been chosen, BUT teachers must feel free to make their own selection of themes. In this teaching plan under the various themes certain artists have been suggested, but teachers can make their own choices on the studied artists in each theme. Selection of themes should be based on the context of the school and should support themes studied in Grade 12 e.g. new media is important for contextual knowledge for theme 5 in Grade 12. Whatever the theme chosen to be studied, teachers need to follow a similar week-by-week plan. 																														
Topic 1 & 2: Practical Task 1 – Topic 1 (conceptualising) and Task 6 , PAT retrospective exhibition Artwork 1 – Topic 2 (artwork) Teachers decide on theme in the specialised practical option and provide learners with a pacesetter and mini deadlines. Carefully consider an age-appropriate theme to allow for skills building e.g. drawing and specialised option technical skills, as well as the opportunity for self-expression and creativity. The artwork will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of Task 6: PAT (25%). The pacesetter below must be followed:																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">● Ask</th> <th style="width: 15%;">● Look</th> <th style="width: 15%;">● Play</th> <th style="width: 15%;">● Play</th> <th style="width: 15%;">● Fuse</th> <th style="width: 15%;">● Fuse</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td><i>Find the problem</i> Engage with the theme, question of the brief, theme</td> <td><i>Acquire the knowledge</i> Collect: Material that is inspirational e.g. photos, images, collected poems, lyrics etc. Make sketches and small drawings with annotations</td> <td><i>Incubation</i> Experimentation of media and, or different techniques (take inspiration from the artists you have researched)</td> <td><i>Incubation</i> Experimentation of media and, or different techniques (take inspiration from the artists you have researched)</td> <td><i>Combine ideas</i> Start bouncing ideas around, looking for unexpected combinations. Connecting lots of dots, eliminating some and adding others. Successful creativity never comes from only one idea, rather, from a combination of several</td> <td><i>Combine ideas</i> Experiment further with materials to examine new possibilities or extension of technique</td> <td style="text-align: center;">Making</td> </tr> <tr> <td> <ul style="list-style-type: none"> Learn <i>Gather related information</i> Brainstorm – mind maps, word games, personal reflections, research on artists that have inspired you, etc. </td> <td></td> <td></td> <td> <ul style="list-style-type: none"> Think <i>Generate ideas</i> Find subject matter Draw and, or photograph subject matter </td> <td> <ul style="list-style-type: none"> Choose <i>Select the best idea</i> Final composition drawing(s) </td> <td> <ul style="list-style-type: none"> When learners get stuck, advise that they go back to their sourcebook. Learners must continue to work in their sourcebook to show their process, changing direction in their final, reflection, etc. An idea is only as good as its execution. Learners should have adequate technical skills. Style: There are no specific prescriptions regarding the style of the work. It may be naturalistic, expressionistic, decorative, etc. exploitation of different styles should be encouraged. Learners should be encouraged to be risk takers. They must not be afraid to take chances. They must embrace the chance to experiment and try new things. They should always strive to be creative and innovative. Personal: Encourage learners that the artwork should be an expression of their own experiences, ideas, feelings, etc. to share with the viewer. Stereotypical works get average marks. Learners should work with their strengths – is it drawing or working with patterns or working with different materials? 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REQUISITE PRE-KNOWLEDGE	PRACTICAL: Developed technical skills in specialised options and ability to conceptualise ideas based on the practical theme, knowledge of materials and techniques, self-expression and content. These must be specifically addressed in the Grade 11 practical tasks e.g. concept development, creativity, etc. THEORY: Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of Grade 10 content Teachers will identify the 'gaps' resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.																														
RESOURCES TO ENHANCE LEARNING	PRACTICAL: According to specialisation option(s), e.g., art materials and equipment e.g., printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube videos, any inspirational material THEORY: PowerPoints, YouTube videos, social media, trips to art galleries and museums																														

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Inland Cluster (IC): Free State, Gauteng, Limpopo, Mpumalanga and North West provinces; Coastal Cluster (CC): Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape Provinces											
INFORMAL ASSESSMENT	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Learners must be guided towards helpful artwork examples, shown possible solutions and have promise or potential in the work recognised. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
SBA (FORMAL ASSESSMENT)	Task 1: Theory, test (Topic 3) – minimum of 50 marks The test must include: <ul style="list-style-type: none"> ● Visual literacy questions ● Specific artworks studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour					Task 2: Conceptualising, sourcebook (Topic 1) – 100 marks Learners should visually tell the 'story' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their individuality and creativity as a Visual Arts learner.					

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 11 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3
CORE CONCEPTS, SKILLS AND VALUES	Theme 2: Birth of Modernism Post-Impressionism – Cezanne	Theme 2: Birth of Modernism Post-Impressionism – Van Gogh	Theme 2: Birth of Modernism Post-Impressionism – Gauguin	Consolidation, reflection and intervention	Theme 3: Early 20th Century (Theme 3), Fauvism	Theme 3: Early 20th Century (Theme 3): Die Brücke	Theme 3: Early 20th Century (Theme 3): Der Blaue Reiter	Theme 3: Early 20th Century (Theme 3): Cubism	Theme 3: Early 20th Century (Theme 3): Cubism	Theme 3: Early 20th Century (Theme 3): Futurism	Consolidation, Reflection and intervention
	See Theme 1 and 2 in term 1				A minimum of FOUR specific artworks, architecture from at least two of the listed movements, styles in this theme must be selected for an in-depth study to illustrate the working of these artworks in the theme. Where possible, at least two Southern African examples should be linked.						
	<p>Topic 1 & 2: Practical Task 1 – Topic 1 (conceptualising) and Task 6, PAT retrospective exhibition Artwork 2 – Topic 2 (artwork) Teacher decides on theme in the specialised practical option and provide learners with a pacesetter and mini deadlines. Carefully consider an age-appropriate theme to allow for skills building e.g. drawing and specialised option technical skills, as well as the opportunity for self-expression and creativity. The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of Task 6: PAT (25%). The pacesetter below must be followed:</p>										
	<ul style="list-style-type: none"> Ask Find the problem Engage with the theme, question of the brief, theme LEARN Gather related information. Brainstorm – mind maps, word games, personal reflections, research on artists that have inspired you, etc. 	<ul style="list-style-type: none"> Look Acquire the knowledge Collect: Material that inspires you e.g. photos, images, collected poems, lyrics etc. Make sketches and small drawings with annotations 	<ul style="list-style-type: none"> Play Incubation Experimentation of media and, or different techniques (take inspiration from the artists you have researched) 	<ul style="list-style-type: none"> Play Incubation Experimentation of media and, or different techniques (take inspiration from the artists you have researched) Think Generate ideas Find subject matter Draw and, or photograph subject matter 	<ul style="list-style-type: none"> Fuse Combine ideas Start bouncing ideas around, looking for unexpected combinations. Connecting lots of dots, eliminating some and adding others. Successful creativity never comes from only one idea, rather, from a combination of several 	<ul style="list-style-type: none"> Fuse Combine ideas Experiment further with materials to examine new possibilities or extension of technique Choose Select the best idea Final composition drawing(s) 	Making				
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REQUISITE PRE-KNOWLEDGE	<p>Practical: Developed technical skills in specialised options and ability to conceptualise ideas based on the practical theme, knowledge of materials and techniques, self-expression and content. These must be specifically addressed in the Grade 11 practical tasks e.g. concept development, creativity, etc. Theory: Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of Term 1 content Teachers will identify the 'gaps' resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.</p>										
RESOURCES TO ENHANCE LEARNING	<p>Practical: According to specialisation option(s), e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube videos, any inspirational material Theory: PowerPoints, YouTube videos, social media, trips to art galleries and museums</p>										
INFORMAL ASSESSMENT	<p>Informal assessment is of utmost importance in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities and essay writing completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.</p>										
SBA (FORMAL ASSESSMENT)	<p>Task 3: Mid-year examination (Topic 3) – minimum of 50 marks The test must include: <ul style="list-style-type: none"> Visual literacy questions Specific artworks studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour</p>					<p>Task 4: Conceptualisation, sourcebook (Topic 1) – 100 marks Learners should visually tell the 'story' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their individuality and creativity as a visual art learner.</p>					

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 11 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical
CORE CONCEPTS, SKILLS AND VALUES	Theme 5: Between the wars Dada - Duchamp	Theme 5: Between the wars Surrealism – Miro and, or Dali	Theme 5: Between the wars Frida Kahlo	Consolidation, reflection and intervention	Theme 6: A survey of post-1945 (Theme 6): Abstract Expressionism	Theme 6: A survey of post-1945 (Theme 6): Pop Art	Theme 6: A survey of post-1945 (Theme 6): Superrealism	Theme 6: A survey of post-1945 (Theme 6): Op Art & Minimalism	Theme 6: A survey of post-1945 (Theme 6): Neo-Expressionism	Consolidation, reflection and intervention	Consolidation, reflection and intervention
	Topic 1 & 2: Practical Task 6 – learners have completed the two artworks during terms 1 & 2. This term they should use the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. To express creativity and self-expression, learners can do more works relating to two themes they have investigated.										
	Task 7 – End of year exam – Paper 2 Topic 1 Conceptualisation Teacher sets the brief on an advanced stage similar to a Grade 12 brief. Introduce a practical theme that encourages pupils to experiment with materials widely, gaining confidence with a variety of materials. 50 marks										
	Consolidation of PAT Retrospective exhibition <ul style="list-style-type: none"> Re-visit artworks to improve and finalise artworks Plan the retrospective exhibition 	<ul style="list-style-type: none"> Ask <i>Find the problem</i> Engage with the theme, question of the brief, theme Learn <i>Gather related information</i> Brainstorm – mind maps, word games, personal reflections, research on artists that have inspired you, etc. 	<ul style="list-style-type: none"> Look <i>Acquire the knowledge</i> Collect: Material that inspires you e.g. photos, images, collected poems, lyrics etc. Make sketches and small drawings with annotations 	<ul style="list-style-type: none"> Play <i>Incubation</i> Experimentation of media and, or different techniques (take inspiration from the artists you have researched 	<ul style="list-style-type: none"> Play <i>Incubation</i> Experimentation of media and, or different techniques (take inspiration from the artists you have researched subject matter 	<ul style="list-style-type: none"> Think <i>Generate ideas</i> Find subject matter Draw and, or photographs 	<ul style="list-style-type: none"> Fuse <i>Combine ideas</i> Start bouncing ideas around, looking for unexpected combinations. Connecting lots of dots, eliminating some and adding others 	<ul style="list-style-type: none"> Fuse <i>Combine ideas</i> Successful creativity never comes from only one idea, rather, from a combination of several. Experiment further with materials to examine new possibilities or extension of technique 	<ul style="list-style-type: none"> Choose <i>Select the best idea</i> Final composition drawing(s) 	Consolidation, reflection and intervention	
REQUISITE PRE-KNOWLEDGE	Practical: Developed technical skills in specialised options and ability to conceptualise ideas based on the practical theme, knowledge of materials and techniques, self-expression and content. These must be specifically addressed in the Grade 11 Practical Tasks e.g. concept development, creativity, etc. Theory: Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of Term 1 and 2 content Teachers will identify the 'gaps' resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.										
RESOURCES TO ENHANCE LEARNING	Practical: According to specialisation option, e.g. art materials and equipment e.g., printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube clips, any inspirational material Theory: PowerPoints, art videos, trips to art galleries and museums										
INFORMAL ASSESSMENT	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
SBA (FORMAL ASSESSMENT)	Task 5: Theory test (Topic 3) – minimum of 50 marks The test must include: <ul style="list-style-type: none"> Visual literacy questions Specific artworks studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour										

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEKS 6-10
CAPS TOPIC	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Task 6: PAT (Retrospective exhibition) – 100 marks (weighting 30%) <ul style="list-style-type: none"> Grade 11: The artworks (Topic 2) from the two practical tasks are compulsory. Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, learners may exhibit more works that provide evidence of this process e.g. work done on their own. The sourcebook(s), although already assessed, must be displayed. The retrospective exhibition need not be a physical exhibition, but can take the form of a catalogue, PowerPoint presentation, online portfolio, etc. Task 7: Paper 2 Practical examination – 100 marks (weighting 15%) Topic 1: Completed in third term Topic 2: Learners will create the artwork based on the conceptualisation done in Term 3 (sourcebook) Completed during contact time (Maximum 24 hours) Task 7: Paper 1 Written examination – 100 marks (weighting 15%) 5 questions – one question on each of the five studied themes Each question on a theme: <ul style="list-style-type: none"> Must follow the prescribed cognitive distribution: Lower order = 30%, Middle order = 40, Higher order = 30% Must include 'unseen' visual examples for visual analysis and studied content It is important to follow the format of the Grade 12 NCS paper Time: 2½ hours Theme 1: Overview of 19th century Theme 2: Birth of modernism Theme 3: Early 20th century Theme 4: Architecture Theme 5: Between the wars Theme 6: Survey of post-1945 Theme 7: New media Theme 8: The art world
CORE CONCEPTS, SKILLS AND VALUES	Revision on studied themes	Revision on studied themes	Consolidation: Visual literacy	Consolidation: Visual analysis with focus on styles	Revision and preparation: Practice questions from past papers	
REQUISITE PRE-KNOWLEDGE	By this stage of the year, pupils have been exposed to different art movements up to contemporary art. The study of the different movements should sensitise pupils to the stylistic characteristics of each movement and how they relate to the context in which they are produced. Formal analysis and characteristics of the styles are critical in the revision process. Paper 2: Topic 1 – Conceptualisation (sourcebook)					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment e.g., printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube clips, any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums					
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SBA (FORMAL ASSESSMENT)	Task 1 (50 marks) + Task 2 (100 marks) + Task 3 (50 marks) + Task 4 (100 marks) + Task 5 (50 marks) = 350 converted to 100 marks					