



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIFFERENTIATED **N**ATIONAL **C**URRICULUM AND **A**SSESSMENT **P**OLICY **S**TATEMENT

LIFE SKILLS: CREATIVE ARTS

GRADE R-5

Differentiated CAPS 2017 Orientation

SECTION 2: INTRODUCTION TO CREATIVE ARTS

2.1 What is Creative Arts?

Creative Arts is part of the Life Skills Curriculum where learners are exposed to dance, drama, music and visual arts. The purpose of this subject is to develop learners as creative, imaginative individuals with an appreciation of the arts. The subject provides opportunities for learners to give expression to their feelings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development. It is therefore important to provide learners with a safe and supportive environment to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance where learners feel creative and can develop skills and interpret their world in unique and creative ways.

2.2 Specific Aims:

- To provide learners with the opportunity to express their feelings through music, dance, drama and visual arts.
- To encourage learners as creative, imaginative individuals with an appreciation of arts.
- To help improve language and reduce education dropout levels.
- To provide basic knowledge and skills to be able to participate in creative activities.
- To help develop learners' self- confidence and self- esteem.

2.3 Explaining the Creative Arts learning programme

Creative Arts is studied in two parallel and complementary streams, namely Visual Arts and Performing Arts.

Visual arts and Performing arts (dance, drama, music).

It is encouraged that learners are exposed to both streams of study

2.3.1 Visual arts

Visual Arts provides the learner with an opportunity to discover through play, while developing skills and techniques. Visual Arts encourages an awareness of art elements and design principles found in the natural and the built environment, and enriches the learner's personal experience of the world. Opportunities are provided for social, emotional and intellectual development, and through non-verbal expression and the process of creating art, the learner comes to understand symbolic language. The focus of the learning should be on the

development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term.

The content, concepts and skills are organised according to three topics for Visual Arts:

- Visual literacy
- Create in 2D
- Create in 3D

2.3.2 Performing arts

While Performing Arts recognises African arts practice, integration with other subjects is fundamental. There are many complementary and overlapping areas of practice in music and dance and the focus is on the inclusive nature of the arts. Since the nature of integrated arts practice is such that it may be difficult to develop specialised skills in the classroom within the allocated time, it is suggested that the learners wanting to specialise in a particular musical instrument or in a particular dance form, take extra-mural classes for this purpose. Classroom performances of short examples of learning should take place in a nonthreatening environment, where the contribution of each learner is valued and acknowledged.

The concepts, content and skills are divided into the following distinct topics for Performing Arts:

Grade R and Grade 1:

- Creative games and skills

Grade 2 and Grade 3:

- Creative games and skills
- Improvise and create

Grade 4 and Grade 5

- **Warm up and play** – preparing the body and voice, and using games as tools for learning skills;
- **Improvise and create** – using arts' skills spontaneously to demonstrate learning, individually and collaboratively;
- **Perform and reflect** – learning the language of the art form, and interpreting and performing artistic products in the classroom

2.4 Teaching Approach in Creative Arts

The approach to teaching in Creative Arts should be explorative, experimental, experiential and encouraging. A safe and supportive environment should be created for learners to work in an atmosphere of openness and acceptance. Planning should cater for a variety of learning styles and space should be created for the new ideas that learners invariably bring. Teaching needs to be encouraging, enthusiastic, perceptive and constructive.

The development of skills in each art form is essential for progression. Skill building in Creative Arts requires regular practice. Learning in the arts is circular rather than linear. Many of the same activities or exercises are repeated each year with increasing complexity.

2.5 Time allocation

Three (3) hours 30 minutes per week is allocated to Creative Arts for learners in grade R with differentiation to grade 3 with differentiation. One hour per week is allocated to learners in Grade 4 and 5 with differentiation.

GRADE R-3	GRADE 4-5
5-14 Years: 3H30min	14 -18 Years: 1hour

2.6 Topics:

Topics	Grade R-3	Grade 4-5
Performing arts	Creative games and skills	Warm up and play
	Improvise and create	Improvise and create
		Perform and reflect
Visual arts	Create in 2D	Create in 2D
	Create in 3D	Create in 3D
	Visual literacy	Visual literacy

2.7 Sequencing and progression

- A suggested order for the topics is provided
- Begin from the known to the unknown
- Introduce less familiar topics and skills later.
- The sequence of the topics can be changed, but teachers should pay attention to the progression and level at which the topic is addressed

2.8 Resources

The following is offered as a guideline for resources in the different art forms:

- A qualified teacher for Creative Arts.
- Open space
- Found or made musical instruments, including drums/tambourine
- Audio equipment and audio visuals with a range of suitable music.
- CD player with a range of suitable music
- Charts of musical notes/substitutes such as animals representing notes values
- Props, including cans, stones, newspapers, materials, chairs balls and a large variety of different sized and shaped objects
- Recycling material e.g. ice cream sticks, containers, etc.
- Tables and chairs

2.9 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

2.9.1 Infrastructure

- A fully equipped classrooms to instruct Visual Arts and Performing Arts
- Creative Arts educators should always adhere to the Occupational Health and Safety measures in the classroom at all times.

2.9.2 Equipment

The following recommended equipment must be stored securely

Visual Arts	Performing Arts
<ul style="list-style-type: none"> • Paints (powder, tempera) • Paint brushes • Coloured inks • Crayons • Pencils (all types) • Koki pens • Pastels • Charcoal • Earthenware • Beads • Sequins • Ribbons • Cotton • Wood • Glue • Paper e.g. shredded paper • Charts • Canvas • Drawing boards • Recycled material e.g. wood, wire, tires, plastic, cloth, etc. • Mirrors • Water • Photocopies of things • Food colouring • Dough • Clay • Plasticine • Chalk • Chalk pastels 	<ul style="list-style-type: none"> • Homemade Instruments: <ul style="list-style-type: none"> - Rhythmic sticks - Shakers - Bells - Wooden sandpaper - Membranophones (plastic or metal container covered by a plastic lid) - Chordophones (stretching rubber band over empty plastic or cardboard) - Aero-phones (empty glass bottles/ tubes of bamboo) • Musical instruments: <ul style="list-style-type: none"> - Guitar - Strings - Trumpets - Drums, e.g. hand drum, bongo drum, tambourine, Cow bell, Djembe drum - Two-tone woodblock - Flutes, e.g. pan flute, reed flute, etc. - Marimba - Key board • Other <ul style="list-style-type: none"> - Floor comforters/mats - Stage/classroom space/open

<ul style="list-style-type: none"> • Costumes and props • Scissors • Staplers • Material suitable for 3D work • Other material and furniture <ul style="list-style-type: none"> - Art knife - Colour Wheel - Standard floor easel - Acetate roll - Tracing paper - Foamcor white sheets - Cardboards - Scalpel Chris 	space
--	-------

2.9.3 Finances

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.10 Career opportunities

The aim of Creative Arts in the curriculum is to support the development of the learner as a whole; mind body and spirit. Creative arts may be valuable in careers such as

- Acting
- Singing
- Dancing
- Work Painting
- Make-up Artist

SECTION 3

OVERVIEW OF VISUAL ARTS SKILLS PER GRADE, PER TERM AND TEACHING PLANS

3.1 Content overview of Visual Arts skills

The table below indicates the visual arts skills in the Creative Arts learning programme in Grade R – Grade 5 with differentiation

Grade R with differentiation

Grade	Week	Term 1	Term 2	Term 3	Term 4
Grade R: 1st year with differentiation	Week 1	3D: Build structure with wooden blocks, e.g. jungle gym	2D: Identify different textures on a picture e.g. rough or smooth by painting with strawberry jelly 3D: Create a 3D article using edible food e.g. make a fruit kebab with two fruits on a stick	2D: Create a picture of a family using a template and photos or pictures of a family 3D: Create a family tree with photos or pictures of a family	2D: Create a 2D picture using a paper plate and coloured paper e.g. create a picture of the sea with fishes in the sea 3D: Create a 3D article using a paper plate e.g. make a jellyfish using paper plates and different colours of ribbon
	Week 2	2D: Patterns on paper, e.g. thumb prints 3D: Paste 3D objects, e.g. create a nature box	2D: Patterns on glass e.g. create free hand patterns/shapes with shaving cream on a mirror/glass 3D: Create a 3D article using recycled materials e.g. make a spyglass with a paper cup and toilet roll	2D: Create a wall painting with family members on the picture 3D: Create and decorate a 3D article to celebrate a birthday e.g. create and decorate a birthday hat	2D: Create a 2D picture using paper plates e.g. create a picture of fishes in the sea using paper plates 3D: Create a 3D article using recycled materials e.g. create a boat using an empty juice box
	Week 3	2D: Painting on big paper, e.g. painting of the learner	2D: Revise the sense of smell e.g. make a fragrant	2D: Create a 2D article using shapes e.g. create a picture	2D: Create a 2D picture using paper plates e.g. make

Grade	Week	Term 1	Term 2	Term 3	Term 4
		with a sponge on newspaper sheets 3D: Create a 3D article with edible food e.g. Make face biscuits	flower craft 3D: Create a 3D article to revise the sense of hearing e.g. create and decorate a listening tube using an empty paper roll	of a house using shapes 3D: Create a 3D article using recycled materials e.g. create a hut with empty tins and grass	a cat using paper plates 3D: Create a 3D article using paper cups e.g. make a dog with paper cups
	Week 4	2D: Drawing on sandpaper e.g. draw a picture of the learner with sandpaper and paint 3D: Create a 3D article with waste material e.g. make lollipop faces	2D: Create a picture depicting the five senses 3D: Create a 3D article depicting the five senses e.g. create a feely glove using different materials inside the glove	2D: Create a 2D article using shapes and different materials e.g. create a picture of a house using shapes and different materials 3D: Create a stacking house using blocks	2D: Create a 2D picture using paper plates e.g. make a pet face using paper plates 3D: Create a 3D article using a clothes peg e.g. create a fish using a peg
	Week 5	2D: draw a face using a variety of art materials e.g. draw a face using cup cake liners 3D: Drawing emotions e.g. draw emotions using paper plates and ice cream sticks	2D: Create patterns on paper e.g. create a picture with apple print on white paper. 3D: Create a 3D article depicting healthy habits using recycled material e.g. make a fruit tree using toilet rolls and fruit loops	2D: Create a 2D picture using different shapes e.g. make a picture of a school bus using different shapes 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a car using a recycled cardboard box	2D: Create a 2D picture of an animal using a paper plate e.g. make a cat using a paper plate 3D: Create a 3D animal using recycled materials e.g. make a cow using an empty tin
	Week 6	2D: Build simple puzzles with 2-4 pieces	2D: Make patterns on paper e.g. create a picture of	2D: Create a 2D picture using coloured paper e.g.	2D: Create a 2D picture of a farm animal using paper

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article depicting emotions using recycled material e.g. pictures of emotions on toilet rolls	strawberries using handprints and paint 3D: Make a 3D article depicting fruit e.g. make a pine apple using a paper cup	make a picture of a truck 3D: Create a 3D article using recycled materials e.g. create a steamboat using empty boxes and paper tubes	plates e.g. make a picture of a pig using paper plates 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken with toilet paper rolls or cardboard loops
	Week 7	2D: Do scribble exercises e.g. do uncontrolled scribble exercised with thick crayons. 3D: Make 3D article using clay e.g. make clay balls using two different primary colours	2D: Make patterns on paper e.g. dip a carrot in paint and create patterns on white paper 3D: Make a 3D article depicting vegetables e.g. make peas in a pod using a paper plate and clay	2D: Create a 2D picture using a paper plate e.g. make a picture of a police car using a paper plate 3D: Create a 3D article using recycled materials e.g. create and decorate a car using an empty toilet roll	2D: Create a 2D picture of a wild animal using paper plates e.g. make a monkey using a paper plate 3D: Create a 3D article of a wild animal using recycled materials e.g. make a crocodile using egg cartons
	Week 8	2D: Patterns on paper e.g. use paper cups or stencils to make circles or other patterns on paper 3D: Create a 3D article using handprints e.g. make and paint handprint circles.	2D: Make a colour wheel using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. create and decorate a suncatcher using a paper plate	2D: Create a 2D picture using primary and/or secondary colours e.g. make a picture of a red hen 3D: Create a 3D article using recycled materials e.g. create a toilet roll apple	2D: Create a 2D picture of a wild animal e.g. make a zebra face using a paper plate 3D: Create and decorate a wild animal e.g. a spiral snake
	Week 9	2D: Patterns on paper e.g. create a picture with balloons and red/yellow/blue paint.	2D: Make a picture using fingerprint e.g. create a picture of umbrellas using	2D: Create a 2D article using coloured paper e.g. create a picture of a rainbow	2D: Create a 2D picture using patterns e.g. create a pattern on a big sheet of

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article using edible food e.g. paint sugar cookies with primary colour icing	paint, cotton wool and fingerprints 3D: Create a 3D article depicting primary and secondary colours e.g. create a rainbow using cardboard and cotton wool	Christmas tree 3D: Create a 3D article using a paper plate e.g. make a paper plate crown and use primary and/or secondary colours	paper made by bubble wrap stomp painting 3D: Create a 3D article using rainbow colours e.g. make a glow in the dark jelly fish with paper plates and ribbon
Grade R: 2nd year with differentiation	Week 1	3D: Build structure with plastic shapes, e.g. school building	3D: Create a 3D article with edible food e.g. fruit kebab with 3 fruits on a stick	2D: Create a 2D article using different shapes e.g. create a house with family members in the house using different shapes for the house and the family members 3D: Create a 3D article using popsicle/ice cream sticks e.g. create a photo frame using popsicle/ice cream sticks and put a photo of family members in/on the frame	2D: Create a 2D picture of a water animal using a paper plate e.g. make an octopus using a paper plate 3D: Create a 3D water animal using polymer clay or salt dough e.g. create and decorate a polymer clay or salt dough fish
	Week 2	2D: Punch holes and threading, e.g. school jersey 3D: Sow seeds in container, e.g.	2D: Create free hand drawings/paintings e.g. paint with instant pudding on a mirror 3D: Make a sensory ball with a balloon	2D: Make a picture of a house with family members in the house using collage 3D: Create a 3D article using recycled material e.g. make a mirror frame using a	2D: Create a 2D picture of a water animal using recycled materials e.g. make a fish using a recycled CD 3D: Create a 3D article using a pool noodle e.g. make a

Grade	Week	Term 1	Term 2	Term 3	Term 4
				recycled CD	boat using a pool noodle
	Week 3	2D: Make patterns using thumb prints e.g. create patterns with thumbs on big pieces of paper 3D: Create a 3D article using edible food e.g. make ginger bread faces	2D: Create a picture to revise the sense of taste e.g. make a picture of a tongue with different sweets pasted on the tongue 3D: Create a 3D article using recycled materials to revise the sense of hearing e.g. make and decorate shakers using empty containers	2D: Create a 2D bookmark e.g. create a bookmark using a picture of a house on the bookmark 3D: Create a 3D article using popsicle/ice cream sticks and fabric e.g. create a house using popsicle/ice cream sticks and fabric	2D: Create a 2D picture of a pet using recycled materials e.g. make a picture of fishes made with bottle caps 3D: Create a 3D article of a pet using paper cups e.g. make a dog using paper cups
	Week 4	2D: Build a face with cut out pieces 3D: Create a 3D article using recycled material e.g. make a body with toilet rolls and paper plates.	2D: Make a picture depicting the five senses using different materials e.g. ice cream sticks and wool 3D: Create and decorate a texture box using different textures for each box	2D: Create a picture of a house looking like a big crayon 3D: Create a house using recycled material e.g. recycled cardboard boxes	2D: Create a 2D picture of a pet using coloured paper e.g. make a picture of a rabbit 3D: Create a 3D article of a pet using a stone e.g. make and decorate a frog using a stone
	Week 5	2D: Create faces depicting emotions e.g. create a happy and sad face using paper plates 3D: Create an article using plastic beads e.g. make a friendship bracelet	2D: Make patterns using fruit e.g. dip orange halves in paint and create a picture on white paper 3D: Create a fruit using recycled materials e.g. toilet paper rolls and pipe cleaners	2D: Create a picture using coloured material and shapes e.g. create a picture of a train using different colours and shapes 3D: Create a 3D article using recycled materials e.g.	2D: Create a 2D picture of a farm animal using bubble wrap e.g. make a picture of a sheep using bubble wrap 3D: Create a 3D article of a farm animal using paper cups e.g. make different farm

Grade	Week	Term 1	Term 2	Term 3	Term 4
				create, paint and decorate a train using toilet rolls	animals with paper cups
	Week 6	2D: Build a simple flat puzzle with 4-6 pieces 3D: Draw emotions on a 3D article e.g. draw emotions on balloons filled with play dough	2D: Make a picture of fruit using a paper plate e.g. make a kiwi fruit using a paper plate 3D: Create fruit using recycled materials e.g. create fruit using empty yoghurt containers and tissue paper	2D: Create a 2D picture using recycled materials e.g. create a picture of a hot air balloon using a cup cake liner 3D: Create a 3D article using recycled materials e.g. make a car using a big cardboard box and paper plates	2D: Create a 2D picture of a farm animal using paper plates e.g. a picture of a cow 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken using an empty tin
	Week 7	2D: Create a picture with starch finger paint 3D: Create a picture using pasta painted with primary colours	2D: Create a pattern using fruit e.g. make a potato stencil and create patterns on white paper 3D: Create fruit using cardboard e.g. create a pumpkin using cardboard and pipe cleaners	2D: Create a 2D article using a handprint e.g. make a picture of a police car using a handprint 3D: Create a 3D article using popsicle.ice cream sticks e.g. create an aeroplane using popsicle/ice cream sticks	2D: Create a picture of a wild animal from cut out pieces e.g. a hippo 3D: Create a 3D article of a wild animal using recycled materials e.g. make a giraffe using empty tins
	Week 8	2D: Create a picture using hand prints e.g. create a picture of a worm or a monster using hand prints 3D: Create an article using recycled materials e.g. make	2D: Make a rainbow using different materials e.g. colours of lint or cardboard and cotton balls 3D: Create an article using recycled materials e.g. make	2D: Create a 2D picture using a paper plate e.g. make a ladybug using a paper plate 3D: Create a 3D article using coloured paper e.g. create	2D: Create a picture of a wild animal using a hand print e.g. make a picture of a camel using a handprint 3D: Create a 3D article of a wild animal using clothe pegs

Grade	Week	Term 1	Term 2	Term 3	Term 4
		a train using egg cartons	a suncatcher using bottle lids and tissue paper	and decorate a chain necklace	e.g. make and decorate a giraffe using clothes pegs
	Week 9	2D: Create patterns on paper e.g. create patterns with the wheels of trucks and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. decorate cup cakes with primary colour icing	2D: Make a picture of a fish using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. make a necklace using macaroni or plastic tubes	2D: Create a 2D picture using collage e.g. create a rainbow clover using collage 3D: Paint sea shells different rainbow colours	2D: Create a 2D picture with rainbow colours e.g. create a pattern on white paper with a rolling pin and bubble wrap 3D: Create a 3D article using rainbow colours e.g. make a glow in the dark pasta necklace
Grade R: 3 rd year with differentiation	Week 1	3D: Build structure with cardboard boxes, e.g. school building	3D: Create a 3D article with edible food e.g. make a fruit kebab with 4 fruits on a stick	2D: Create a 2D picture with handprints e.g. create a family tree using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a family using toilet rolls and pipe cleaners	2D: Create a 2D picture of a water animal using a paper plate e.g. make a picture of fishes in the sea made with paper plates 3D: Create a 3D article of a water animal using different materials e.g. make a jellyfish using tissue paper and ribbon
	Week 2	2D: Punch holes and paste circles on paper 2D: Use shapes to create a model of a school 3D: Create a display for a	2D: Create a picture using finger prints e.g. make a balloon on white paper using fingerprints 3D: Make a 3D musical	2D: Create a picture of a house and family member using corresponding colours 3D: Create a 3D article using decoupage e.g. create a	2D: Create a 2D picture of a water animal e.g. make a picture of fishes using shades of the same colour 3D: Create a 3D article using

Grade	Week	Term 1	Term 2	Term 3	Term 4
		classroom door using handprints of the learners in the class	instrument e.g. make a guitar with a paper plate	family picture block using decoupage	a paper cup e.g. make a light house using a paper cup
	Week 3	2D: Create a picture using melted crayons and paint. 3D: Create a 3D article using edible food e.g. make a face or body using edible food	2D: Make a texture hand e.g. trace and colour a hand and paste different textures on the fingers 3D: Create a 3D musical instrument of recycled material e.g. make and decorate a rainstick using an empty paper towel roll	2D: Create a picture of a house with different rooms in the house using a cut out house 3D: Create a 3D article using a paper bag e.g. create and decorate a paper bag house	2D: Create and decorate a picture of a pet e.g. make a picture of a bird and decorate the bird with feathers 3D: Create a 3D article of a pet using paper plates e.g. make a bird using paper plates and ribbon
	Week 4	2D: Create a picture using handprints e.g. create a picture of the learner using his/her own painted hands and feet 3D: Create a 3D article using recycled material e.g. make a first aid kit using a shoe box	2D: Make a texture man using different materials 3D: Make a sensory book with cardboard and different textures	2D: Create a 2D picture using different materials e.g. create a picture of a hut using different materials 3D: Create a 3D article using recycled material e.g. create a house using a recycled milk carton	2D: Create a picture of a pet using a handprint e.g. make a picture of a bird using a hand print 3D: Create a 3D article of a pet using pipe cleaners e.g. make aameleon using pipe cleaners
	Week 5	2D: Create a self portrait using natural materials e.g. leaves, sticks and stones 3D: Create a face using	2D: Create a pattern using thumb prints e.g. create a picture of grapes on white paper	2D: Create a 2D picture using a footprint e.g. create a picture of a train using a footprint and paint	2D: Create a picture of a farm animal using cotton wool e.g. make a picture of a sheep using cotton wool for

Grade	Week	Term 1	Term 2	Term 3	Term 4
		stones	3D: Create a fruit using recycled materials e.g. make fruit with toilet paper rolls, tissue paper and pipe cleaners	3D: Create a 3D article using recycled materials e.g. create, paint and decorate a school bus using an empty milk carton	the wool 3D: Create a 3D article of a farm animal using polymer clay e.g. make a cow using polymer clay
	Week 6	2D: Build a simple flat puzzle with 8-10 pieces 3D: Create a self-portrait using play dough	2D: Make a picture of a fruit using collage e.g. a strawberry 3D: Create a 3D article using edible food e.g. make a necklace using froot loops	2D: Create a 2D picture using recycle materials e.g. create a picture of hot air balloons using buttons 3D: Create a 3D article using recycled materials e.g. make a space shuttle using a toilet roll	2D: Create a picture of a farm animal using rolled paper e.g. a peacock 3D: Create a 3D article of a farm animal using polymer clay e.g. a sheep using polymer clay
	Week 7	2D: Create a picture using paint and sand. 3D: Make paper lanterns using different primary colours	2D: Create patterns using vegetables e.g. make a celery and potato stencil and create patterns on white paper 3D: Create a 3D article of a vegetable e.g. create a radish using tissue paper	2D: Create a picture of a boat using different colours of paper and/or different materials 3D: Create a 3D article using popsicle/ice cream sticks e.g. create and decorate a boat using popsicle/ice cream sticks	2D: Create a 2D picture of a wild animal using a paper plate e.g. make a picture of a rhino from a paper plate and cut out pieces 3D: Create a 3D article of a wild animal using coloured folded paper e.g. a snake
	Week 8	2D: Make a paper plate colour wheel. 3D: Create a 3D article using	2D: Make a picture using primary and secondary colours e.g. make a picture	2D: Create a 2D picture using recycled materials e.g. make a picture of a flower	2D: Create a picture of a wild animal using a paper plate e.g. make a lion picture using

Grade	Week	Term 1	Term 2	Term 3	Term 4
		different materials e.g. make a doll using wool with primary colours and clothing pegs. 3D: Make a paper-maché pot and paint it with primary colours	of a bird using a footprint and feathers 3D: Create a 3D article using recycled material e.g. make a sun catcher using recycled CD's	using a cup cake liner 3D: Create a 3D article using a paper plate e.g. make a chicken using a paper plate	a paper plate 3D: Create a 3D article of a wild animal using pipe cleaners e.g. spiders
	Week 9	2D: Create patterns e.g. create a pattern with a rolling pin and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. make rainbow sugar cookies	2D: Create and decorate a picture of the letter of the alphabet using primary and secondary colours 3D: Create a 3D article using primary and secondary colours e.g. make a paper chain and a pot of gold using different colours	2D: Create a 2D picture using paper plates e.g. make a picture of fishes in the sea using paper plates and primary colour 3D: Create a 3D article using salt dough e.g. make a wall ornament using salt dough and paint it with primary colours	2D: Create a picture using different shapes and bubble wrap 3D: Create and decorate a salt clay ornament

Grade 1 with differentiation

Grade	Week	Term 1	Term 2	Term 3	Term 4
Grade 1: 1st year with differentiation	Week 1	2D: Draw from a template and decorate e.g. draw a crayon from a template and decorate the crayon with a picture of themselves 3D: Create a 3D article using recycled materials e.g. build a school building with different sizes of boxes	2D: Create a picture using different shapes and different colours e.g. make different houses with coloured shapes and draw the reflection on the bottom of picture 3D: Create a 3D article using recycled materials e.g. make and decorate a ginger bread house using a brown paper bag	2D: Create picture depicting healthy habits e.g. trace hands, draw and colour dirt on 2 hands and soap on the other 2 hands 3D: Create a 2D article depicting healthy habits e.g. create a chef's hat	2D: Create a picture using collage e.g. make a picture of a jellyfish suncatcher using collage and ribbon 3D: Create a 3D article using recycled material e.g. make a model of a sailboat with fabric attached to a stick
	Week 2	2D: Make patterns on paper e.g. paint with Lego blocks on white paper 3D: Make and decorate a birthday crown using a paper plate	2D: Make a picture with edible paint and handprints 3D: Create and decorate a 3D article using small rocks and stones e.g. create and decorate a house using small rocks and stones	2D: Create a 2D picture using collage e.g. paste fruit and vegetables on a paper to create a picture showing healthy food 3D: Create a 3D article showing a healthy habit with recycled materials e.g. make a model of teeth using egg cartons	2D: Create a picture using a collage of natural materials e.g. make a collage of a water tortoise using natural materials like sticks and stones 3D: Create a 3D article using recycled materials e.g. make a fish using a water bottle
	Week 3	2D: paint with watercolour e.g. paint freely with a big brush on paper or	2D: Create a picture of a home e.g. make a shoe house of felt	2D: Create a picture using handprints of a plant or seed e.g. create a picture	2D: Create a picture using natural materials e.g. make houses using driftwood

Grade	Week	Term 1	Term 2	Term 3	Term 4
		newspaper 3D: Decorate a 3D article using recycled materials e.g. decorate a tin for storage of crayons	3D: Make a 3D article using edible food e.g. make an easy gingerbread house with crackers and sweets	of the parts of a plant using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a pot plant holder using a tin and pegs	3D: Make a 3D article using a brown paper bag e.g. make a house using a brown paper bag and display the houses on a string
	Week 4	2D: Create a picture using body parts e.g. colour and cut out a picture with body parts and attach the body parts with pins 3D: Create a 3D article using polymer clay e.g. create a model of a boy/girl out of polymer clay and paint it	2D: Make a picture using the art of handprints e.g. create a picture of a grandfather using handprints 3D: Create a 3d family e.g. make a family using clothes pins and small scraps of fabric	2D: Create a picture of a flower of a plant using different materials e.g. create a picture of a flower using cotton buds and pipe cleaners 3D: Create a 3D article using recycled materials e.g. create a plant holder using an empty cold drink bottle	2D: Create a picture with patterns using primary colours e.g. make a picture of a rainbow with primary colours using bubble wrap printing 3D: Create a 3D article using recycled material e.g. fold the pages of a telephone directory in half to create a hut
	Week 5	2D: Create a mask depicting emotions 3D: Paint stones with different emotions	2D: Make a family using popsicle sticks and fabric 3D: Create a pebble family, paint and decorate the pebble family	2D: Create a picture of a plant, fruit or vegetable using collage e.g. make a picture of an apple using coloured paper 3D: Create a 3D article using salt dough e.g. use	2D: Create a picture of a pet using paper plates e.g. a dog 3D: Create a 3D article using recycled and natural material e.g. make a bird cage and a bird using carton, paper and feathers

Grade	Week	Term 1	Term 2	Term 3	Term 4
				salt dough and imprint with seeds, plant or shells to make a miniature ornament	
	Week 6	2D: Create emotions flashcards 3D: Build a 3D construction using Lego blocks e.g. build a house with Lego blocks	2D: Make patterns using potato print e.g. make a tree using the potato print of a leaf to create the leaves of the tree 3D: Create 3D robot using an ice cream stick for the pole	2D: Create a picture of a fruit using bubble wrap and paint 3D: Create a 3D article using banana peels e.g. make a dolphin or an octopus	2D: Create a picture of a pet using paper folding e.g. make a dog face using paper folding 3D: Create a 3D article of a pet e.g. make and decorate a paper spring dog
	Week 7	2D: Paint on cardboard using decoupage and paint 3D: Create polymer clay faces showing emotions	2D: Create a pattern using stencils e.g. create a pattern with paint and heart stencils 3D: Make a 3D article using edible food e.g. create a robot using crackers and sweets	2D: Create a picture of fruit using puffy paint e.g. a watermelon 3D: Create a 3D fridge magnet of fruit using polymer clay	2D: Create a 2D picture of a wild animal using recycled materials e.g. make a model of a giraffe using an empty paper towel roll cut in half 3D: Create a 3D article of a wild animal using recycled material e.g. make a crocodile using empty egg cartons
	Week 8	2D: make patterns using footprints e.g. create a picture of carrots using footprints	2D: Create a colour wheel umbrella and decorate with fingerprint rain 3D: Create a 3D article	2D: Create a picture of vegetables using wax crayons and black paint 3D: Create a 3D article	2D: Create a picture of a wild animal using pipe cleaners e.g. make a monkey using a picture of a monkey and pipe cleaner

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Make a 3D article using primary colours e.g. make mirrors with primary colours	using recycled materials e.g. make and decorate a tug boat using a margarine container	using stones e.g. paint vegetable garden markers using stones	3D: Create a wild animal using paper cups e.g. make a giraffe using painted paper cups
	Week 9	2D: Create patterns using different objects e.g. use brushes, combs, steel wool etc. 3D: Make a 3D article using primary and secondary colours e.g. make a brac	2D: Create a sunset using a collage of different colours 3D: Create a 3D article using paper and straws e.g. make a windmill using coloured paper and straws	2D: Create a folded picture of a vegetable e.g. a carrot 3D: Create a 3D article with edible food e.g. make a collage of a mealie/corn using popcorn	2D: Create a 2D picture of a farm animal using paper plates e.g. a paper plate cow 3D: Create a 3D farm animal using recycled materials e.g. make frog with egg cartons
Grade 1: 2nd year with differentiation	Week 1	2D: Make a school bus with ice cream sticks 3D: Create a 3D article with recycled materials e.g. make a photo frame with ice cream sticks	2D: Create a picture using recycled materials e.g. make a picture of a house with an air balloon made of buttons 3D: Make and decorate a 3D house using recycled materials e.g. make and decorate a house using recycled bags	2D: Create a 2D picture using shapes e.g. create a germ monster using different shapes 3D: Create a 3D article using polymer clay e.g. create "happy" teeth and a toothbrush using polymer clay	2D: Create a picture using a collage e.g. make a collage of a starfish using buttons or macaroni 3D: Create a 3D article using recycled materials e.g. make water bottle wind spirals
	Week 2	2D: Create a article using handprints e.g. create a birthday card with hand	2D: Create a picture with edible paint e.g. a picture of flowers	2D: Create a picture of teeth using paper and popsicle.ice cream sticks	2D: Create a picture using the art of stained glass e.g. make a picture of a stained glass rain

Grade	Week	Term 1	Term 2	Term 3	Term 4
		prints 3D: Create a 3D article using recycled materials e.g. make and decorate a school building using brown paper bags	3D: Create a 3D article using a jar e.g. make and decorate a house using a small jar	e.g. make a happy tooth and decorate the tooth with eyes and a mouth 3D: Create a 3D article using a popsicle/ice cream stick e.g. make and decorate a toothbrush with a popsicle/ice cream stick and paper	cloud 3D: Create a 3D water animal using recycled materials e.g. make a shark with a toilet roll and paper-maché
	Week 3	2D: Make a mystery picture with soap and watercolour 3D: Create a 3D article using duct tape e.g. make a pencil case using duct tape	2D: Create a picture of a family using waste material e.g. make a picture of a family using ice cream sticks for the bodies, pipe cleaners for arms and waste material for clothes 3D: Create a 3D article using edible food e.g. make and decorate a gingerbread house using cookies and sweets	2D: Create a picture of plants and seeds using recycled materials e.g. make a flower using a popsicle/ice cream stick and a cup cake liner 3D: Create a 3D article using recycled materials e.g. make a pot plant holder using toilet paper rolls and brown paper	2D: Create a picture telling a story using natural materials e.g. make a picture of the three houses of the pigs using paper, sticks, straw and small bricks 3D: Create a 3D house using recycled materials e.g. make and decorate a miniature house using an empty match box
	Week 4	2D: Draw or add accessories on a photo 3D: Create a 3D article using polymer clay e.g.	2D: Create a picture of a family member e.g. colour a picture of a grandmother and decorate it with	2D: Create a 2D picture with patterns e.g. make a picture of flowers using a fork and paint	2D: Create a picture using bubble wrap printing e.g. make patterns on fabric using bubble wrap printing

Grade	Week	Term 1	Term 2	Term 3	Term 4
		create a group of people and paint it	glasses from pipe cleaners and hair from wool 3D: Create puppets using match box covers	3D: Create a 3D article using recycled materials e.g. use a 2liter cold drink bottle to make a pot plant container and decorate the bottle	3D: Make a 3D article using folding paper e.g. make a tree or people by folding paper
	Week 5	Draw pictures of emotions e.g. cut out faces from magazines with emotions and paste it on a big paper 3D: Create a 3D article using recycled materials e.g. create a friendship bracelet using buttons and string	2D: Make a photo puzzle from family members using popsicle sticks 3D: Create a family using clothe pins and scraps of fabric	2D: Create a picture of plants or seeds using seed mosaic 3D: Create a 3D article using polymer clay e.g. make and decorate a mushroom using polymer clay and paint	2D: Create a picture of a pet using paper plates e.g. make a picture of a cat 3D: Create a 3D article of a pet using carton e.g. a cat
	Week 6	2D: Create an emotion wheel or mood meter 3D: Create a 3D article using Lego blocks e.g. build a construction with wheels with Lego blocks	2D: Create a picture using finger prints e.g. create a tree with blossoms 3D: Make road signs using popsicle sticks and recycled materials	2D: Create a 2D picture using a handprint e.g. create a picture of a fruit using a handprint and paint 3D: Create a 3D article using edible food e.g. make fruit salad	2D: Create a picture of a pet using paint and a handprint e.g. a rabbit 3D: Create a 3D article of a pet using coloured paper e.g. make a fish tank with fishes using coloured paper and carton
	Week 7	2D: Paint pictures using different materials e.g. paint a picture with leaves,	2D: Paint pictures with paint and straws e.g. make monsters by blowing paint	2D: Create a 2D picture using fingerprinting e.g. create a card with a fruit	2D: Create a picture of a wild animal using paper plates e.g. make and decorate a hippo using

Grade	Week	Term 1	Term 2	Term 3	Term 4
		sponges, rope etc. attached to pegs 3D: Create a 3D article with polymer clay e.g. make a fridge magnet with polymer clay showing emotions	with straws 3D: Create a 3D article using edible food e.g. make a fire truck using cookies and sweets	picture using fingerprinting 3D: Create a 3D article using edible food e.g. make a fruit loop bracelet or necklace	2 paper plates 3D: Create a 3D article of a wild animal using recycled material e.g. make spiders using empty egg cartons and pipe cleaners
	Week 8	2D: Create a picture using footprints e.g. create a picture of a duck using footprints and primary and secondary colours 3D: Create a 3D article using glass beads e.g. make an easy bracelet using glass beads with primary colours	2D: Make a colour wheel collage using recycled materials 3D: Create a sequence ball e.g. using a polystyrene ball, beads and sequences	2D: Create a card or gift wrap using potato printing 3D: Create 3D vegetables using popsicle/ice cream sticks	2D: Create a picture of a wild animal using paper plates e.g. make a picture of a lion or a leopard 3D: Create animal track stamps e.g. using a sponge to make an animal track
	Week 9	2D: Create patterns using primary and secondary colours e.g. create patterns with paint and corn 3D: Create a 3D article using primary and secondary colours e.g.	2D: Create an art projects with colours and lines 3D: Create, colour and decorate a 3D folded hat	2D: Create a picture, card or gift wrap using celery or potato print 3D: Create a 3D article using edible food e.g. decorate a brown paper bag filled with popcorn	2D: Create a picture of a farm animal using fingerprint art e.g. make a picture of a sheep using finger prints 3D: Create a 3D farm animal using cotton wool and clothe pegs e.g. a sheep with cotton wool and pegs

Grade	Week	Term 1	Term 2	Term 3	Term 4
		make a glass mobile using primary and secondary colours			

Grade 2 with differentiation

Grade	Week	Term 1	Term 2	Term 3	Term 4
Grade 2: 1st year with differentiation	Week 1-3	2D: Create a picture using a footprint e.g. create a community vehicle using a footprint 2D: Create pictures of fire fighters using paper and paint	2D: Make a string print/ stencil print e.g. use string, card board, liquid, glue, paper and paint to create a picture of the sun 2D: Create a picture using finger prints e.g. make a card with Christmas lights using fingerprints	2D: Create a picture using different shapes e.g. build a picture of a truck using different shapes 3D: Group activity: build, paint and decorate a train station with trains	2D: Create a picture using primary and secondary colours e.g. make a picture of sailboats on water 3D: Create a 3D article using recycled materials e.g. make a ocean in an egg carton
	Week 1-3	3D: Construct a community centre e.g. police station 3D: Build a fire truck using chairs and card board boxes 3D: Create a 3D article using recycled materials e.g. make a police radio using an empty juice carton	3D: : Make and decorate a tree depicting the four seasons using card board 3D: Make a tree using different colours of cardboard	2D: Create a picture using recycled materials e.g. make a picture of a helicopter using a cupcake liner 3D: Create a 3D article using recycled materials e.g. make a helicopter using egg cartons, paint and carton	2D: Create a picture using ice painting 3D: Create a 3D article using recycled materials e.g. make a water well using recycled milk cartons
	Week 4-5	2D: Draw and paint pictures about “what my body needs” e.g. make a poster with a slogan “what do I need to survive 2D: Create a picture of a boy/girl with their shadows 2D: Create pictures of teeth	2D: Paint a picture of a fish using a variety of media e.g. finger painting 2D: Create a picture of a sea animal using hand prints e.g. make a picture of an octopus using a hand print	2D: Create a picture using collage e.g. make a collage of pictures depicting safety rules 3D: Create a 3D article with popsicle/ice cream sticks e.g. make traffic signs using cardboard and popsicle/ice	2D: Create a picture with handprints e.g. Make colourful handprints of nine different colours on A3 paper and write the name of a province and the capital city of South Africa on each handprint

Grade	Week	Term 1	Term 2	Term 3	Term 4
		with healthy and unhealthy pictures on a teeth		cream sticks	3D: Create an indigenous musical instrument e.g. an African spirit drum
	Week 4-5	3D: Create a 3D article depicting a medical instrument e.g. make a stethoscope using pipe cleaners 3D: Create a 3D article with card board e.g. village with houses and vehicles using card board	3D: Create a 3D sea animal e.g. create jelly fish using pipe cleaners and card board 3D: Make a 3D sea animal e.g. make an octopus using an egg carton and pipe cleaners	2D: Create a picture with different traffic signs 3D: Create a 3D fridge magnet e.g. make fridge magnet traffic signs	2D: Create a picture with a traditional African print 3D: Create a 3D article using the South African flag and epoxy e.g. make a pin button of the South African flag using resin or epoxy
	Week 6-7	2D: Combine painted pictures to make a poster e.g. draw two pictures to show the difference between rights and responsibilities 2D: Create a card using hand- and footprints	2D: Create a picture of an animal and its shelter e.g. a picture card of a dog and a dog house 2D: Paint a picture of an animal shelter e.g. a bird house	2D: Create a picture using collage e.g. make a collage about a specific occupation 3D: Create a 3D article using stones e.g. make pictures on stones of people who help other people	2D: Create a picture using the symbol of sign language e.g. make a picture using the sign language for "I love You" 3D: Create a 3D article using polymer clay e.g. make a cell phone as a means of auditory communication using polymer clay
	Week 6-7	3D: Create a 3D article using recycled materials e.g.	3D: Create an animal and its shelter with polymer clay	2D: Create masks e.g. make masks of people who help	2D: Create sticky note clipboards

Grade	Week	Term 1	Term 2	Term 3	Term 4
		make a wind chime using old keys and sticks 3D: Create musical instruments using recycled materials e.g. make drums using recycled materials	e.g. an ant and an ant hill 3D: Create a bird house using recycled materials e.g. make and decorate a bird house of a bird feeder using an empty milk carton	other people 3D: Create a 3D article using wooden spoons e.g. make a family using wooden spoons, fabric and paint	3D: Create a 3D article using recycled material e.g. make and decorate a telephone using cardboard boxes
	Week 8-9	2D: Make a facial mask that shows different senses with cut-out card boxes 2D: Create a five senses hat using carton and handprints	2D: Trace and paint templates of farm animals 2D: Make a collage of farm animals and use the products to decorate the picture e.g. egg shells for the hen or wool for the sheep 2D: Paint a picture of a farm animal e.g. a picture of a hen using a paper plate and a hand print	2D: Create gift wrap using vegetable print and paint 3D: Create 3D fridge magnets using recycled material e.g. make a fridge magnet of fruit using bottle caps	2D: Create a picture depicting night life e.g. draw people who work at night as well as night animals OR create a picture of night life by using black paper and paste 3D: Create moon rocks using bicarbonate of soda and glitter
	Week 8-9	3D: Create a face mask using recycled materials e.g. make a face mask depicting different senses using a cardboard box 3D: Create a two-colour ball using clay	3D: Create a 3D farm animal using recycled materials e.g. make a farm animal using an empty tin 3D: Create animal tracks on balloons	2D: Create a picture using collage e/g/ make a picture of a specific fruit using a collage of coloured paper 3D: Create a 3D article using polymer clay e.g. make fruit and vegetables	2D: Create a picture using recycled materials e.g. make a picture of a night animal using cup cake liners. 3D: Create a 3D mobile e.g. make a moon and stars mobile

Grade	Week	Term 1	Term 2	Term 3	Term 4
				using polymer clay and paint	
Grade 2: 2nd year with differentiation	Week 1-3	2D: Create a picture of a community helper using a handprint e.g. a fire fighter 2D: Make a picture using collage e/g/ make a collage of a garbage truck and recycled materials	2D: Create a seasonal wheel using recyclable boxes 2D: Create a picture or a card using a fork and paint e.g. paint flowers	2D: Create a picture using a footprint e.g. make a picture of motor vehicles using a footprint and paint 3D: Create a 3D article using recycled material e.g. use boxes, scraps, glue paper, scissors and matches to construct a station and a train	2D: Create a picture of a water animal using oil pastels, crayons or water colour paint 3D: Create a water filter using recycled materials and sand
	Week 1-3	3D: Create a 3D article using recycled material e.g. make a taxi or school bus using an empty milk carton 3D: Create a 3D article using a card board box e.g. make a post box using an empty card board box	3D: Make a Christmas tree using popsicle sticks 3D: Create paper-maché Easter eggs	2D: Create a picture using recycled materials e.g. make a picture of a bicycle using cup cake liners 3D: Create a 3D article using recycled materials e.g. make a piggy bank aeroplane using an empty cold drink bottle and card board	2D: Create a picture of a water cycle using different materials 3D: Create a 3D article using recycled materials e.g. make and decorate a water wheel using recycled cardboard boxes
	Week 4-5	2D: Make a flow chart with topics depicting a healthy living 2D: Create a picture using	2D: Draw and paint pictures of living water animals using a variety of media e.g. finger and brush painting	2D: Create a picture of a traffic sign 3D: Create a 3D article using recycled materials e.g.	2D: Draw and paint a border on paper and trace and decorate a national symbol on the inside of the paper

Grade	Week	Term 1	Term 2	Term 3	Term 4
		puffy paint e.g. create a picture of an ice cream cone using puffy paint	2D: Create a textured sea animal e.g. create a textures star fish using card board and coloured barley or rice	make traffic signs using card board and paint	3D: Create a 3D traditional weapon e.g. a traditional shield
	Week 4-5	3D: Create a 3D article using plastic beads or straws e.g. make a friendship bracelet using plastic straws 3D: Create a hut using recycled materials e.g. an empty tin and card board	3D: Make a 3D water animal e.g. make an octopus with different colours of pipe cleaners 3D: Create a 3D water animal using a clothespin e.g. create an decorate a shark using a clothespin	2D: Create a picture using shapes and clothes pegs e.g. make traffic signs using different shapes and clothes pegs 3D: Create a 3D traffic light e.g. make a traffic light suncatcher	2D: Create a traditional African pattern e.g. a pattern used on a traditional African necklace 3D: Create a 3D article using beads e.g. decorate a pen or a pencil with the colours of the South African Flag using beads
	Week 6-7	2D: Draw pictures about childrens' rights e.g. draw a picture of two hand and paste or paint pictures in the hands representing the past and the future 2D: Make coasters using pictures of family members	2D: Create a picture of an animal and its shelter e.g. create a picture of a bird and its nest using recycled materials 2D: Paint a picture of an animal shelter on an old newspaper e.g. a bird house and paste it on a background	2D: Create a 3D mobile e.g. cut out pictures of people who help other people, paste the pictures of popsicle/ice cream sticks and make a mobile 3D: Create a 3D article using recycled materials e.g. build a school building using recycled card board boxes	2D: Create a picture using sign language symbols e.g. create different sign language word using card board, a hand print and straws 3D: Create a 3D article using polymer clay e.g. make a computer/TV as a means of visual communication
	Week 6-	3D: Create a musical	3D: Create an animal and	2D: Create a picture using	2D: Create cards

Grade	Week	Term 1	Term 2	Term 3	Term 4
	7	instrument using recycled materials e.g. make a wind chime using old tins and recycled materials 3D: Create a musical instrument using recycled materials e.g. make and decorate a guitar using recycled materials	animal shelter using polymer clay 3D: Create a bird house or bird feeder using recycled materials e.g. make and decorate a bird house or bird feeder using an empty cold drink bottle	cut out parts e.g. make a picture of a police officer 3D: Create a 3D article using wooden spoons e.g. make and decorate wooden spoons puppets of people who help other people	demonstrating the sign language of the picture 3D: Create a 3D article using recycled materials e.g. make and decorate a “telephone” using recycled tins and rope
	Week 8-9	2D: Make a collage on paper showing different senses e.g. make a collage with the five senses including hands with cut out pictures of senses 2D: Create a picture of the five senses using cotton buds	2D: Draw a picture of a wild animal and decorate it with the tracks of the animal e.g. the track of an antelope 2D: Trace a template of an animal and decorate it e.g. trace a sheep template and paste the body with cotton wool 2D: Create and decorate a picture of a farm animal using a handprint e.g. paint and decorate a picture of a duck using a hand print and different colours of feathers	2D: Create a picture using fruit e.g. make a picture of umbrellas using slices fruit 3D: Create a fridge magnet using epoxy or resin e.g. make a fridge magnet of a vegetable using epoxy	2D: Create a picture of night life e.g. a picture of night life with the moon, stars and night animals 3D: Create a 3D night animal using natural materials e.g. an owl
	Week 8-	3D: Create a 3D bug using	3D: Create and decorate	2D: Create a picture using	2D: Create a picture using

Grade	Week	Term 1	Term 2	Term 3	Term 4
	9	recycled materials e.g. make a bug using bottle caps. 3D: Create a colour sorter using recycled materials e.g. empty cool drink bottles	farm animal using recycled materials e.g. empty cold drink bottles 3D: Create and decorate an animal using card board e.g. create and decorate an elephant using card board and folded paper	fingerprint e.g. make a picture of a vegetable using fingerprints and paint 3D: Create a 3D article using polymer clay e.g. make a fruit bowl with fruit using polymer clay and paint	puffy paint e.g. create a picture of the moon using puffy paint 3D: Create a 3D night animal using polymer clay e.g. make an owl using polymer clay

Grade 3 with differentiation

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
Grade 3: 1st year with differentiation	Week 1-2	2D: Draw pictures of self showing timeline developmental stages	2D: Create a picture of an insect using finger painting and a brush	2D: Create pictures depicting Public Safety e.g. warning signs 3D: Create a 3D article using clay e.g. make clay models of danger or warning signs	2D: Trace and paint a template of an animal with primary colours and paste them together with their products using secondary colours 3D: Create a 3D article using clay e.g. make a clay model of animals and their products
	Week 1-2	3D: Draw pictures and pin them on a string in a sequence	3D: Create a 3D article using polymer clay e.g. make and decorate insects using polymer clay	2D: Create a picture using water colour paint e.g. make a picture of a fire using water colour paint and paint with hands	2D: Create a picture using seed mosaic e.g. make a pumpkin seed mosaic 3D: Create a 3D article using edible food e.g. make

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				3D: Create a 3D article using plastic beads e.g. make a necklace for a whistle using plastic beads	a jelly bean bracelet
	Week 3-4	2D:Trace the outline of the South African map on a A4 chart 2D:Paint the South African flag using splattered paint as method 2D: Make a collage of all the learners in the class using their fingerprints and paint	2D: Paint pictures of the life cycle of an animal e.g. a frog 2D: Create and decorate a picture of the life cycle of an animal e.g. the life cycle of a chicken	2D: Paint a picture depicting pollution 3D: Create a 3D article using play dough e.g. make a model of the earth using play dough	2D: Draw a picture of animals and their products 3D: Create a 3D animal using polymer clay
	Week 3-4	3D:Create a South African flag brooch using small balls made with paper maché 3D: Create a 3D article with recycled material to make a family game e.g. use empty paper towel rolls to make a family bowling game	3D: Create a 3D model of the life cycle of an animal using polymer clay e.g. create clay models of the life cycle of a frog 3D: Create and decorate a model of a life cycle using card board e.g. the life cycle of a pumpkin	2D: Create a poster about pollution using a motivational quote 3D: Create a 3D article using recycled materials e.g. make a model of a bird using recycled materials	2D: Create a picture depicting a rescue vehicle e.g. make a picture of a sea rescue vessel using primary colours 3D: Create a 3D animal using pipe cleaners e.g. a dog
	Week 5-6	2D: Drawing missing parts of a face. 2D:Paint a selfportrait using	2D: Create cards using recycled material e.g. bottle caps	2D: Draw pictures on paper or fabric e.g. draw pictures of space and the planets on	2D: Draw different careers: skilled and professional and use colour contrast to

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		watercolour and straws 2D: Create different emotions using edible food e.g. froot loops	2D: Create patterns using printing e.g. make gift wrap using bottle cork printing	paper or fabric 3D: Create a 3D model of a planet using recycled materials	differentiate them 3D: Create a 3D musical instrument using recycled materials e.g. make a panflute using straws
	Week 5-6	3D: Create a fridge magnet e.g. create different emotions on fridge magnets using epoxy or resin 3D: Create a 3D article depicting emotions e.g. make an emotion discovery bottle	3D: Create a 3D article using recycled materials e.g. create flowers using recycled plastic cold drink bottles 3D: Create decorations using recycled materials e.g. create and decorate ornaments using toilet paper rolls	2D: Create a picture depicting space e.g. make a picture of rockets with cardboard and straws 3D: Create a 3D space rocket using recycled materials e.g. make and decorate a space rocket using empty paper towel rolls	2D: Cut out and colour pictures of different careers and paste the pictures on popsicle/ice cream sticks 3D: Create a 3D article depicting the medical profession e.g. make and decorate a nurse hat
	Week 7-9	2D: Create a 2D article with edible food e.g. make a stuffed gingerbread boy and girl and decorate it to show the difference 2D: Create cards using hand- and footprints for boys or girls	2D: Draw and paint items needed for a first aid box 2D: Create a picture of an emergency vehicle	2D: Draw a picture of a fruit or vegetable concentrating on the line and shape of the fruit or vegetable 3D: Create a 3D article using paper-maché e.g. make paper-maché round balls to make models of fruit and vegetables	2D: Create a picture of a shopkeeper displaying his/her wares 3D: Create a 3D article using rocks e.g. make an animal using rock painting
	Week 7-	3D: 3D: Create a 3D article	3D: Create a clay first aid	2D: Create gift wrap using	2D: Create a craft article

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
	9	using coloured sand art 3D: Create a game using recycled materials e.g. create a marble game using a card board box, ice cream sticks and marbles 3D: Create a 3D article using recycled materials e.g. create a ninja using a toilet roll OR do weaving using cool drink straws	box and decorate it 3D: Create and decorate a nurse cap	vegetable printing and paint 3D: Create a 3D article using salt dough and paint e.g. make fruit and vegetables using salt dough and paint	using recycled materials e.g. make a necklace using washers and string 3D: Create a 3D article using beads e.g. make a bracelet using beads and string
Grade 3: 2nd year with different iation	Week 1-3	2D: Use popsicle sticks to create the frame of a picture	2D: Draw and paint a picture of an insect	2D: Create pictures depicting dangerous or hazardous warning signs 3D: Create a 3D article using recycled materials e.g. make models of warning signs using cardboard boxes	2D: Create a flow diagram of the process of growing food e.g. draw sketches for a flow diagram of growing maize 3D: Create a 3D article using polymer clay e.g. make a clay model of a farmer working on the field
	Week 1-3	3D: Create timeline or routine boards that can be used everyday but can vary everyday	3D: Create insects using recycled material e.g. egg cartons, pipe cleaners or straws	2D: Create a picture depicting a dangerous situation e.g. make a picture of a fireman trying to control a fire 3D: Create a 3D article	2D: Create a picture using seeds e.g. create a picture using maize or corn 3D: Create a 3D article using recycled material e.g. make a silo using an empty

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				using recycled materials e.g. make name tags using safety pins and beads	milk carton and maize
	Week 4-5	2D: Draw pictures about human rights and childrens' rights and responsibilities and paint them 2D: Create a picture of handprints of all the learners in the class	2D: Paint the life cycle of an animal using secondary colours e.g. a bird 2D: Create a picture of the life cycle of an animal using pasta e.g. the life cycle of a butterfly	2D: Create a picture depicting the effect of pollution on human beings and the environment 3D: Create a 3D article using clay and natural materials e.g. create nature print ornaments	2D: Draw a picture of an animal depicting how the animal can help people e.g. guide dogs or transport 3D: Create a 3D animal using recycled materials e.g. make a horse used for transport using recycled materials
	Week 4-5	3D: Create a 3D article using the colours of the South African flag e.g. make a heart pendant with beads using the colours of the South African flag 3D: Create a 3D article using natural material e.g. make a sun catcher with falling leaves	3D: Create an decorate a booklet with the life cycle of an animal e.g. the life cycle of a butterfly 3D: Create en decorate life cycle windsocks	2D: Create a picture depicting pollution using recycled materials 3D: Create a 3D article using garbage art	2D: Create a picture of an animal using different materials e.g. make a picture of a horse using felt, wool and popsicle/ice cream sticks 3D: Create a 3D animal using recycled materials e.g. make a camel using toilet paper rolls
	Week 6-7	2D: Create or draw a personal thermometer to show how they feel every	2D: Create cards using recycled material e.g. pop tabs	2D: Copy, draw and paint pictures of planets 3D: Create a 3D mobile of	2D: Create a picture of tools needed to help people e.g. make a picture of a toolbelt

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		daty 2D: Create a friendship or caring card	2D: Create and decorate cards using old newspapers	the planets	with the different tools needed in the toolbelt 3D: Create a 3D musical instrument e.g. make a guital/banjo using recycled materials
	Week 6-7	3D: Make a paper “fortune teller” showing different emotions 3D: Create a 3D article using beads e.g. make an empathy bracelet using beads	3D: Make and decorate used containers e.g. used containers and empty water bottles 3D: Make file organisers using recycled material e.g. create and decorate file organisers using empty cereal boxes and gift wrap	2D: Create a picture of a constellation of stars 3D: Create a 3D article using recycled materials e.g. make a space vehicle using a milk carton and foil.	2D: Cut out pictures depicting different careers and dress a paper doll with the clothes 3D: Create a 3D article depicting a specific career e.g. make a police cap and a police badge
	Week 8-9	2D: Paint a picture showing the developmental stages. Decorate the border with handprints 2D: Create cards using hand- or footprints. Differentiate between cards for boys and girls e.g. a pink flamingo for girls and tractors for boys	2D: Create patterns on paper e.g. make germ monsters with paint and straws 2D: Paste body parts and clothes on a body and paint the picture e.g. clothes of a doctor or a nurse	2D: Draw a picture using fruit e.g. draw a vegetable man and a fruit face. Paint with appropriate colours of the items 3D: Create fruit and vegetables using clay and paper-maché	2D: Plan and draw the framework for and advertisement of the items for an entrepreneur/s project 3D: Create 3D craft articles using recycled materials e.g. tins and plastic bags

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
	Week 8-9	<p>3D: Create different 3D articles depicting gifts for boys and girls e.g. create a catapult using a spoon and ice cream sticks OR make a ice cream stick bracelet</p> <p>3D: Create different 3D articles for boys and girls depicting their interests e.g. a yarn doll for girls and cars using ice cream sticks for boys</p>	<p>3D: Create a picture of a community helper e.g. nurse</p> <p>3D: Create an decorate medicine holders using recycled materials</p>	<p>2D: Create a picture of fruit using oil pastels</p> <p>3D: Create a 3D article using epoxy e.g. make an epoxy fruit bobby pin</p>	<p>2D: Create a 2D craft article e.g. make bookmarks with ribbon and paper clips</p> <p>3D: Create a 3D craft article e.g. make pen decorations using pipe cleaners and feathers</p>

Grade 4 with differentiation

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
Grade 4: 1st year with differenti ation	Week 1	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 2	3D: Make a stress ball and decorate the stress ball with a specific emotion	2D: Use a potato print pattern to create gift wrap	2D: Create paintings or drawings of birds, fish, insects, reptiles etc. use oil pastels in warm colours	2D: Draw or paint pictures of scenes of the natural world
	Week 3	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 4	2D:Paint pictures of self in action 2D:Create patterns using geometric shapes	Performing Arts activities	Performing Arts activities	3D: Create a 3D article from recycled materials or natural materials e.g. make a kite using recycled or natural materials
	Week 5	Performing Arts activities	2D:Make an article using recycled CD's e.g. coasters	Performing Arts activities	Performing Arts activities
	Week 6	3D:Use polymer clay to make and decorate containers	3D:Make a fridge magnet to use on the fridge with a shopping list	3D: Create jewellery using wire e.g. earrings of a bicycle made out of wire	Performing Arts activities
	Week 7	Performing Arts activities	3D:Make a beaded jewellery article with the	2D: Create a border on stationary or decorate a	2D: Create a kitchen art poster with a food theme

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
			colours of the South African flag e.g. earrings	card using a fantasy plant or fantasy flower	
	Week 8	2D Make a small poster with a motivational quote that can be hanged in an office	Performing Arts activities	Performing Arts activities	3D: Create a 3D craft article using recycled materials e.g. make a craft article to store office utensils or stationary
	Week 9	3D:Use bank notes to create a sculpture e.g. a cubus	Performing Arts activities	3D: Create a 3D article using recycled materials or paper-maché e.g. egg cups, containers or plant holders	Performing Arts activities
Grade 4: 2nd year with differentiation	Week 1	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 2	3D: Paint different emotions on stones	2D: Use a potato print pattern to create place mats on fabric	2D: Design an African pattern or print that can be used for clothes	2D: Draw or paint pictures that depicts a composition of more than two people or objects by using oil pastels
	Week 3	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 4	2D: Paint a portrait from a photo	Performing Arts activities	Performing Arts activities	3D: Create a 3D article using natural materials e.g. make a dream catcher using only natural materials
	Week 5	Performing Arts activities	2D:Make a recycled article	Performing Arts activities	Performing Arts activities

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
			with a nature theme e.g. use bottle caps and plastic bottles – picture of a flower in a vase		
	Week 6	3D: Create polymer clay animals, dragons or pinch pots	3D: Create fridge magnets with names or pictures of foods that can be used to choose different foods needed for a certain meal	3D: Create jewellery using wire e.g. a pendant of a bicycle made out of wire	Performing Arts activities
	Week 7	Performing Arts activities	3D: Make a beaded article with the colours of the South African flag e.g. a South African flag keyring	2D: Design a card or stationary using the craft of printing	2D: Draw or paint a kitchen art poster consisting of kitchen or food utensils
	Week 8	3D: Create a picture on canvass that can be hanged in an office	Performing Arts activities	Performing Arts activities	3D: Create a 3D craft article using mason jars or flower pots e.g. make craft articles to store office utensils using mason jars or flower pots
	Week 9	3D: Use bank notes to create an origami sculpture e.g. an origami heart	Performing Arts activities	3D: Craft patterned frames or containers using recycled materials	Performing Arts activities

Grade 5 with differentiation

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
Grade 5: 1st year with differenti ation	Week 1	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 2	3D: Create a 3D article using earthenware clay e.g. friendship necklace or bracelet	2D: Use one letter of the alphabet to decorate e.g. create a door hanger or fun poster	2D: Draw an animal using related colours that are next to or near to each other on the colour wheel	2D: Create a picture with “lush vegetation” as the theme
	Week 3	2D: Design a poster or paint a mural exploring a variety of media and techniques e.g. to advertise a market day	3D: Create a 3D article with the Earth Day theme e.g. make an Earth day suncatcher or a paper-maché light up globe	Performing Arts activities	3D: Create a 3D container using recycled materials
	Week 4	Performing Arts activities	Performing Arts activities	3D: Create a craft article of a wild animal using polymer clay	Performing Arts activities
	Week 5	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 6	3D: Create any craft article that can be sold at a market day e.g. beaded necklace, bracelet, basket	3D: Create a 3D article with the colours of the South African flag e.g. bead a bottle using the colours of the South African flag	2D: Design an outfit to wear during a job interview	2D: Design clothes, make up or jewellery for a drama production
	Week 7	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 8	2D: Make a small poster that can be used at a	Performing Arts activities	Performing Arts activities	3D: Create a 3D craft article using recycled

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
		workplace e.g. portraying specific rules for a workplace			material e.g. make a pencil case using recycled materials
	Week 9	3D: Create a 3D article that can be used for saving using recycled materials e.g. decorate a tin to make a “piggy bank”	2D: Make a craft article using recycled material e.g. recycled bottle caps	3D: Create a wire work craft article e.g. create letters that can be used for decoration	Performing Arts activities
Grade 5: 2 nd year with differentiation	Week 1	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 2	3D: Create a 3D article using earthenware clay e.g. make a mask of the human face showing emotions	2D: Make a craft article and decorate it with collage using different letters and mediums	2D: Draw/paint insects or reptiles using contrasting colour to create emphasis in the art work	2D: Draw and colour a picture of a bird using chalk pastels
	Week 3	2D: Design a menu for a coffee shop or restaurant at the market day	3D: Make a 3D article with the Earth day theme e.g. bird feeder using recycled materials	Performing Arts activities	3D: Create a 3D flying sculpture using wire, natural- and recycled materials
	Week 4	Performing Arts activities	Performing Arts activities	3D: Create a craft article of a reptile or an insect using polymer clay	Performing Arts activities
	Week 5	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 6	3D: Decorate or make articles that can be put	3D: Make a 3D article using the colours of the	2D: make a collage of different working clothes	2D: Design clothes, make up, jewellery and/or

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
		into a mason jar e.g. different painted sticks	South African flag e.g. Bead a tin cup		costumes for a dance drama production
	Week 7	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 8	2D: Make a collage of pictures or photos that can decorate the front of a book or a file	Performing Arts activities	Performing Arts activities	3D: Create and decorate a craft article e.g. make and decorate a vintage pencil case
	Week 9	3D: Make a card holder for a bank card or ID card	2D: Make a craft article with recycled newspapers	3D: Create a wire work craft article e.g. décor items that can be used for decoration	Performing Arts activities
Grade 5: 3 rd year with differentiation	Week 1	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 2	3D: Create a friendship wall with friends	2D: Design or colour a relief mandala	2D: Draw a building in 3D e.g. create a dream building, school or village	2D: Create 2D puppets e.g. hand puppets, finger puppets, stick puppets, paper-maché puppets or marionettes
	Week 3	2D: Design a flyer to invite people to a market day	3D: Create a 3D article using the Earth Day theme e.g. make a terrarium in a bottle	Performing Arts activities	3D: Create a 3D puppet
	Week 4	Performing Arts activities	Performing Arts activities	3D: Create a building from recycled materials e.g. a building, school or village	Performing Arts activities
	Week 5	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
	Week 6	3D: Create and decorate cards e.g. cards that can be sold at a market day	Bead a musical instrument using the colours of the South African Flag e.g. a beaded Vuvusela	2D: Design own jewellery that can be worn during a job interview	2D: Design a puppet theatre or a background for a puppet show
	Week 7	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	Week 8	2D: Make a personalised desk pad	Performing Arts activities	Performing Arts activities	3D: Create a craft article e.g. make and decorate a notebook or post it holder
	Week 9	3D: Make or decorate a “box bank” or “dream bank” for saving for a specific goal	3D: Make a craft article using recycled glass	3D: Create a wire work jewellery craft article e.g. bracelet	Performing Arts activities

3.2 Teaching plans

Each term comprises of ten weeks and three (3) hours 30 minutes to instruct Grade R – 3 learners and one (1) hour 30 minutes to instruct Grade 4 and Grade 5 learners. Creative Arts instructional time is compulsory for learners between the ages of five (5) and fourteen (18) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three years in grade R with differentiation, two (2) years in grade 1 to 4 with differentiation and three (3) years in Grade 5 with differentiation. The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Life Skills instructional time.

Grade R with differentiation: Term 1

The instruction time for Grade R Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS

Grade R with differentiation: Term 1

Content:

- | | |
|---|---|
| <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Perform simple relaxation exercises for warming up and cooling down.• Build own movement vocabulary using:<ul style="list-style-type: none">○ loco motor movements such as walk, run leap and gallop;○ Non-loco motor movements such as reach, bend, rise.• Take part in warm up exercises.• Participate in outside water play• Discover tempo through own suitable movements to slow and fast music. | <ul style="list-style-type: none">• Participate in outside play.• Participate in hand and finger exercises.• Take part in gross motor activities• Participate in fine motor skills development.• Participate in activities to develop eye- foot coordination.• Participate in balance activities.• Participate in activities to develop eye-hand coordination skills.• Participate in crossing of midline exercises. |
|---|---|

Grade R with differentiation:**Third year Week 1**

- Learners move slow/ fast on the beat of the tambourine.
- Learners walk/run/jump fast or slow.
- When the tambourine stops, learners run and sit under the table.
- Learners do exercises with different fingers with a peg between 2 fingers at a time for example: pretend it is raining – show with fingers

Week 2

- Learners move in small steps when music is fast and big steps when music is slow.
- Learners run fast/slow when music is fast/slow.
- Learners push a cart loaded with heavy stuff in different directions.

Week 3

- Learners jump with both feet together to the front.
- When whistle blows stop and jump to the back.
- Jump sideways and in the air.
- Learners blow bubbles and try to step on the bubbles.

Week 4

- Teacher draws a line on the floor with chalk.
- On beat of music learners walk/run with small/big steps on the line.
- Learners kick a soft ball to a target. Repeat several times.

Week 5

- Learners run on the spot.
- Learners walk on a line on beat of the music.
- Learners walk on heels or toes forwards and backwards.
- Learners walk with legs astride.

- Learners push beanbag while walking forwards with alternating feet.

Week 6

- The teacher plays a song.
- Learners listen carefully and sense the mood of the song.
- Learners dance and move freely.
- When the music stops and starts again learners change movements.
- Learners kick a balloon to each other and in the air and catch it.

Week 7




- Learners space themselves in their own space.
- Teacher gives instructions for example: Swing your arms forwards/backwards/towards and in front of your body. Cross your hands and put them on your knees and walk quickly forwards/backwards/towards this side/to the other side.
- Learners throw beanbags to each other.
- Learners must only use one hand to throw and catch the beanbag.



Week 8




- Teacher plays music that is fast/faster/slow/slower.
- The learners move freely without bumping in each other. If a learner bumps, he/she sits out for a few minutes.
- Teacher fills an empty onion bag with magazine papers.
- Teacher hangs the bag in a tree and hit the bag with a plastic racket.

Week 9

- Learners move like any animal. Slow then fast.
 - Learners make the sound of the animal.
- Learners walk on toes or heels on footsteps laid on grass.




VISUAL ARTS Grade R with differentiation : Term 1			
1	Me and my School Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher shows pictures and explains what a jungle gym is. • Teachers demonstrates how to build a jungle gym with wooden blocks. • Learners build a jungle gym with different wooden blocks. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher shows pictures of school buildings made with plastic shapes. • Teacher demonstrates how to build a school building with plastic shapes. • Learners create a school building with different colours and sizes plastic shapes.  




VISUAL ARTS Grade R with differentiation : Term 1			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher shows pictures of school buildings built with card board boxes. • Teacher demonstrates how to build a school with card board boxes. • Learners build a school with card board boxes. 
2	Me and my school Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises patterns and shapes. • Teacher demonstrates how to make patterns on a paper using the thumb. • Learners make patterns on paper using paint and their thumbs. • Learners use it as a book cover or gift wrap. 


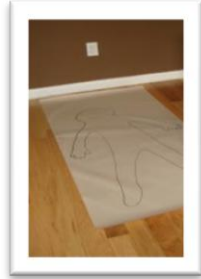


VISUAL ARTS Grade R with differentiation : Term 1			
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Learners create a school jersey. • Teacher gives learners a cut out drawing of a jersey. • Learners colour it the colour of their school jerseys. • Teacher punches holes around edges of jersey. • Learners thread the wool through the holes. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	 Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Learners take big square paper. • Learners colour the paper. • Learners use a paper punch to make small circles of different colours. <ul style="list-style-type: none"> • Learners paste the small circles on the paper. <p>OR</p> <ul style="list-style-type: none"> • Learners trace shapes. • Learners cut out the shapes. • Learners colour the shapes. • Learners use the shapes to create a school. 
	Create in 3D	Grade R with differentiation: First Year	Grade R with differentiation: First Year



VISUAL ARTS



Grade R with differentiation : Term 1




	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows pictures and examples of nature boxes. • Teacher demonstrates how to make a nature box. • Learners make nature boxes with materials collected at school. 	
	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher duplicates first day at school pictures. • Teacher demonstrates how to grow little plants in cups. • Learners use first day at school pictures to grow little plants in cups. 	
	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher shows pictures of displays made by learners. • Teacher demonstrates how learners are going to make the display. 	



VISUAL ARTS Grade R with differentiation : Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a display for the classroom door.
3	Me and my body Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <p>Teacher provides ingredients to make face biscuits.</p> <p>Teacher demonstrates how to make face biscuits.</p> <p>Learners make face biscuits</p> 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	 <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher provides ingredients to make ginger bread faces. <p>Teacher demonstrates how to make ginger bread faces.</p> <p>Learners make ginger bread faces.</p> 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher provides the ingredients to make a face or body with edible food. • Teacher demonstrates how to make a face or body




VISUAL ARTS Grade R with differentiation : Term 1			
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>with edible food.</p> <ul style="list-style-type: none"> • Learners make a face or body with edible food. 
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher cuts big papers or newspaper sheets to fit learners' body. • Learners paint a painting of themselves with a sponge on big paper/newspaper sheets. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher hands out big pieces of paper.   <ul style="list-style-type: none"> • Teacher hands out paint. • Learners create a pattern with their thumb prints on a big piece of paper.


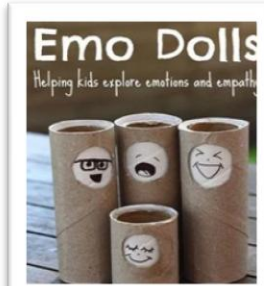
VISUAL ARTS Grade R with differentiation : Term 1			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Learners mix food colouring by themselves. • Teacher lights a candle and assists learners to put end of crayon in flame to melt. • Learners draw a picture of themselves with melted crayon. • Learners paint creation with food colouring. • Learners will notice the water does not stick on the crayon creation 
4	Me and my body Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises body parts. • Teacher demonstrates how to make lollipop faces. • Learners make lollipop faces. 




VISUAL ARTS Grade R with differentiation : Term 1			
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises body parts. • Teacher demonstrates how to make a body with toilet rolls and paper plates. • Learners make a body with toilet rolls and paper plates 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a first aid kit. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises the concept of first aid. • Teacher shows pictures or model of a first aid kit. • Teacher demonstrates how to make a first aid kit using a shoe box. • Learners take a shoe box and paint it. • While it dry, trace a red cross. Paint it red and paste on box. Use as a first aid kit. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates drawing and painting on sandpaper. • Teacher hands out sandpaper and paint/crayons.

VISUAL ARTS Grade R with differentiation : Term 1			
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<ul style="list-style-type: none"> • Learners will draw a picture of themselves or a pattern on sandpaper. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises body parts. • Learners build a face with cut out pieces. • Learners paste the pieces and colour it. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher hands out paint and big papers. • Learners create a picture of themselves using their own painted hands and feet. 

VISUAL ARTS Grade R with differentiation : Term 1			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities 	<ul style="list-style-type: none"> • Learner draw their own bodies. • Learners paste a photo of their face on the picture.
5	Me and my emotions Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to draw emotions on paper plates. • Learners draw emotions on paper plates. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a friendship bracelet. • Learners make a friendship bracelet. 

VISUAL ARTS Grade R with differentiation : Term 1			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to create a face using stones. • Learners paint eyes, ears, noses and mouths on stones. • Learners create a face using stones 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher provides the outline of a face. • Learners draw eyes, eyebrows, nose and mouth. • Learners colour the picture. • Teacher demonstrates different materials that can also be used to create the face. • Learners create hair with wool. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions: happy and sad. • Teacher gives each learner 2 paper 

VISUAL ARTS Grade R with differentiation : Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>plates.</p> <ul style="list-style-type: none"> • Learners must create a happy face and a sad face.
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises emotions. • Learners create a self-portrait using natural material e.g. leaves, sticks, stones etc. • Learners use a paper plate. • Learners create a certain expression (sad, happy, etc.) • Learners must identify the emotion. 
6	<p>Me and my emotions</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher hands out printed emotions and toilet rolls. • Learners paste pictures of emotions on toilet rolls 
		<p>Grade R with differentiation: Second Year</p>	<p>Grade R with differentiation: Second Year</p>

VISUAL ARTS Grade R with differentiation : Term 1			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to draw emotions on balloons filled with play dough. • Learners draw emotions on balloons 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a self portrait using play dough. • Learners make a self portrait using play dough. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Learners build a simple puzzle 2-4 pieces. With or without knobs. 

VISUAL ARTS

Grade R with differentiation : Term 1

- **Show** spontaneity and a creative attitude in art activities

Grade R with differentiation: Second Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities

Grade R with differentiation: Second Year

- Learners built a simple flat puzzle, 4-6 pieces



Grade R with differentiation: Third Year




- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities







Grade R with differentiation: Third Year

Learners build a simple flat puzzle 8-10 pieces. Without knobs.



VISUAL ARTS Grade R with differentiation : Term 1				
7	My first (primary) colours: yellow, blue and red Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners make clay balls using two different primary colours. 	
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners paint pasta with primary colours. • Teacher demonstrates how to make a picture with pasta. • Learners make a picture with pasta painted with primary colours. 	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Teacher demonstrates 	

VISUAL ARTS Grade R with differentiation : Term 1			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<p>how to make paper lanterns with two different primary colours.</p> <ul style="list-style-type: none"> • Learners make paper lanterns with two different primary colours.
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners do uncontrolled scribble exercises with a thick blue/yellow/red wax crayon. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners create a picture with blue/yellow/red starch finger paint. • Learners must only use the finger paint to create patterns. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	<p>Grade R with differentiation: Third Year</p>

VISUAL ARTS Grade R with differentiation : Term 1			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<ul style="list-style-type: none"> • Learners spread blue/red/yellow finger paint over entire page and sprinkle sand over the paper. • Learners shake off the excess sand. • Learners draw a picture on the paper. 
8	<p>My first (primary) colours: yellow, blue and red</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners put their hands in paint and press it on white paper. They can create a few of their own handprints or work in groups. • When the prints are dry learners cut it out and paste the handprints in circles. They must identify the red/yellow/blue handprints. 

VISUAL ARTS

Grade R with differentiation : Term 1

Grade R with differentiation: Second Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities

Grade R with differentiation: Second Year

- Teacher revises primary colours.
- Learners paint egg cartons with primary colours.
- Teacher demonstrates how to make a train using egg cartons.



Grade R with differentiation: Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities

Grade R with differentiation: Third Year

- Teacher revises primary colours.
- Teacher demonstrates how to make dolls using wool with primary colours and washing pegs.
- Learners make dolls using wool with primary colours and washing pegs.










OR



- Teacher revises primary colours.
- Teacher demonstrates how to make paper maché



VISUAL ARTS Grade R with differentiation : Term 1			
			<p>pots.</p> <ul style="list-style-type: none"> Learners make paper maché pots painted with primary colours.
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <div data-bbox="1226 477 1436 777" data-label="Image"> </div> <div data-bbox="1604 396 1898 623" data-label="Image"> </div> <ul style="list-style-type: none"> Teacher revises primary colours. Learners use stencils to make pictures with primary colours. <p>OR</p> <ul style="list-style-type: none"> Learners use paper cups to make circles and paint it with primary colours.
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> Teacher revises primary colours. Learners put their hands in paint. Learners press on paper and create a worm. Learners must identify blue/yellow/red <p>OR</p> <div data-bbox="1625 989 1898 1224" data-label="Image"> </div>

VISUAL ARTS Grade R with differentiation : Term 1			
			<ul style="list-style-type: none"> Learners put their hands in paint and press it on white paper. Learners use buttons etc to create monsters. 
		<ul style="list-style-type: none"> Grade R with differentiation: Third Year Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> Teacher revises primary colours. Teacher demonstrates how to make a paper plate colour wheel. Learners make a paper plate colour wheel. 
9	My first (primary) colours: yellow, blue and red Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> Teacher revises primary colours. Teacher provides ingredients to paint   <p>sugar cookies with primary colour icing.</p> <ul style="list-style-type: none"> Learners paint

VISUAL ARTS Grade R with differentiation : Term 1			
			sugar cookies with primary colour icing.
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Teacher provides ingredients to decorate cup cakes with primary colour icing. • Learners decorate cup cakes with primary colour icing. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Teacher provides ingredients to make rainbow sugar cookies. • Learners make rainbow sugar cookies. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners create a picture with balloons and 

VISUAL ARTS Grade R with differentiation : Term 1			
		materials, techniques (including waste materials), and colour in a spontaneous and creative way. <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	red/yellow/blue paint.
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners create patterns with the wheels of trucks and red/yellow/blue paint. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary colours. • Learners create a pattern with a rolling pin and red/yellow/blue paint. 
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

Grade R with differentiation: Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade R with differentiation: Term 2	
Content: <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Perform simple relaxation exercises for warming up and cooling down. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ loco motor movements such as walk, run leap and gallop; ○ Non-loco motor movements such as reach, bend, rise. • Take part in warm up exercises. • Participate in outside play with water, mud and containers. • Participate in spatial orientation exercises • Participate in exercises to improve laterality. 	<ul style="list-style-type: none"> • Take part in gross motor activities • Participate in fine motor skills development. • Participate in activities to develop eye- foot coordination. • Participate in activities to develop eye-hand coordination skills. • Participate in midline crossing exercises. • Participate in balance exercises • Participate in exercises to improve static balance. • Participate in exercises to develop spatial awareness.. • Participate in exercises to develop fine motor coordination. • Participate in loco motor activity exercises.
Grade R with differentiation: First Year	Activities, techniques, notes, etc.
Week 1 <ul style="list-style-type: none"> • Learners blow bubbles and learners try to catch the Bubbles. • Learners screw correct lid sizes on different containers Week 2 <ul style="list-style-type: none"> • Learners jog on the spot: wiggle their noses , move their tongues, roll their eyes, click their fingers • Learners walk on a line/ step onto footprints. Week 3 <ul style="list-style-type: none"> • Learners jog on the spot and clap their hands. Learners run and clap their hands above their heads. 	Week 6 <ul style="list-style-type: none"> • Learners jog on the spot while kicking their legs to the front. Learners clap hands while kicking. Learners make big circles with their arms while jogging. Learners walk on a low wooden beam backwards and forwards. Week 7 <ul style="list-style-type: none"> • Teacher plays lively music. Learners fly like butterflies without touching each other. When the music stops, they also stop. When music starts, they fly again like butterflies. • Learners jump over a bean bag with two legs and then with one leg.

PERFORMING ARTS Grade R with differentiation: Term 2	
<ul style="list-style-type: none"> Learners mix water and sand to make mud cakes. <p>Week 4</p> <ul style="list-style-type: none"> Learners move freely on the rhythm of the music. Learners throw a bean bag to each other. <p>Week 5</p> <ul style="list-style-type: none"> Learners jog on the spot and lift their knees up high. Learners jog and clap their hands. Learners play “piano” on floor. First with one hand then with other hand, then with hands crossed 	<p>Teacher places 5 bean bags 30 cm apart in a row. Learners hop on one leg between the bags, then on the other leg.</p> <p>Week 8</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners click with their tongues. Learners jump up and down and touch the ground. Learners screw nuts into bolts using different sizes <p>Week 9</p> <ul style="list-style-type: none"> Learners run in a circle. When the music stops, learners change direction. Learners clap their hands and move their arms while running. Learners walk with one foot inside and the other foot outside the hoop. Swop feet.
Grade R with differentiation: Second Year	
<p>Week 1</p> <ul style="list-style-type: none"> Learners hold newspaper rolled in a cylinder in front of them. Teacher plays marching music. Learners imitate rhythm with newspaper rolls. Repeat few times. Learners toss the ball gently low/high and catch the ball. Throw the ball a little higher, catch it. Roll balls to each other. <p>Week 2</p> <ul style="list-style-type: none"> Learners clap their hands on the rhythm of music. Teacher hands out shakers. Learners shake shakers on rhythm of music. Learners rise and walk in a circle while they shake the shakers. Learners gently toss a ball from one hand to another hand while the 	<p>Week 5</p> <ul style="list-style-type: none"> Learners run around hoops laid on ground. Learners change direction when the whistle blows. Learners pick up yellow/red sequences from a box with a tweezer. <p>Week 6</p> <ul style="list-style-type: none"> Learners walk in a circle. When the whistle blows they walk and clap on their heads/then on chests/then on buttocks while singing a song. Learners walk toe/heel/toe/heel. When the whistle blows they walk heel/toe/heel/toe. <p>Week 7</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners kick legs to the front/ back.

PERFORMING ARTS Grade R with differentiation: Term 2	
<p>music is playing</p> <p>Week 3</p> <ul style="list-style-type: none"> Learner climb on the jungle gym and wriggle through the bars of the jungle gym by using various body parts until the whistle blows, then they return Learners stand in pairs. Learners face each other. Learners take hands and lift their heels slowly from the ground and lower them again. Repeat a few times. <p>Week 4</p> <ul style="list-style-type: none"> Teacher plays marching music. Learners march slow/fast with straight legs on the rhythm of the music. Learners march forward/backwards. Learners dribble a ball forwards/backwards/sideways with feet/hands without colliding into each other. 	<ul style="list-style-type: none"> Learners march 6 steps to the front and 10 steps to the back. Learners play outside with water and mud using containers. Learners use shapes as moulds. <p>Week 8</p> <ul style="list-style-type: none"> Learners use various everyday objects like empty toilet rolls, pencils, coffee tins, glass jars, elastic spanned across boxes, teaspoons, wine glasses half and full of water. Learners experiment with the objects for example by tapping a spoon against a glass of water. Learners take turns. Learners walk on a rope with a bean bag on their head. Learners move forwards and backwards and make a sound like a train when moving. Learners walk with one eye shut and then shut the other eye. <p>Week 9</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners walk slowly and quietly then freeze. Learners stand on one foot, hop on one foot, jump on one foot. Swop feet.
Grade R with differentiation: Third Year	
<p>Week 1</p> <ul style="list-style-type: none"> Learners run/skip/hop around cones. Learners may not touch the cones. They run around the cones and back. <p>Learners roll like acorns that have fallen from the tree. They roll this way and then that way. (Lateral rolls) To make it more difficult: The acorns roll twice this way and three times that way.</p>	<p>Week 6</p> <ul style="list-style-type: none"> Learners sit down, breathe out slowly like an autumn wind. Learner make a sound to imitate the wind blowing. Learners stand up and move their arms like a strong wind blowing. Learners cut with scissors on straight and curved lines. Repeat a few times.

PERFORMING ARTS**Grade R with differentiation: Term 2****Week 2**

- Teacher gives an instruction: learners are looking for something. Learners look high/low, quickly/slowly and then run back..
- Learners sleep like baby on their tummies with bottoms in the air, walk slowly like their grandma and grandpa or skip like their sister.
- Teacher twists a rope on the ground. Learners must jump from one side to another without touching it.

Week 3

- Learners walk/ run with their toes turned inside /outside. Learners walk/run on their toes with hands stretched above their heads.
- Learners take a dust cloth in their hands. Learners follow instructions: dust in front of/next to/behind/above you. Stretch out behind your head.

Week 4

- Learners move freely on the rhythm of the music.
- Learners throw rice one by one in a bottle with a small opening.

Week 5

- Learners mime daily activities like washing hands, combing hair, tying shoe laces and brushing teeth.
- Learners hop with one leg into the hoop that is lying flat and hop out with the other foot.

Week 7

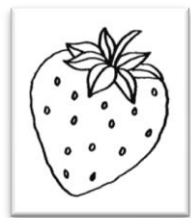
- Learners skip freely in class. When the music stops, learners return to the teacher.
- Learners hold hoops high/in the middle/low. Learners climb through the loops. Learners stand in front of/behind the loop.



Week 8



- Learners move their tongues to and fro around their mouths and then inside their mouth. Learners stick out their tongues and move it up and down.
- Learners listen to a tambourine. Learners march and swing arms high and across their bodies. When the tambourine stops they freeze. Repeat a few times.
- Learners swing their arms like a windmill, first forward then backwards. Learners hold their arms above their heads, swing one arm forward and the other backwards.




Week 9



- Learners crawl through the jungle gym.
- Learners roll from left to right and then from right to left.




VISUAL ARTS Grade R with differentiation : Term 2			
	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Senses Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Identify different textures. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher gives every learner a picture of a strawberry. • Learners put glue on the picture and spread strawberry jelly over the picture. • Learners can feel and identify different textures e.g. rough, smooth etc. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Identify different odours 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher gives every learner a picture of soap. • Teacher grate a bar of soap. • Learners put glue on the picture and spread the grated soap over the picture. • Learners can smell and identify different odours and flavours e.g. lavender, coffee, lemon, soap, orange etc
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher gives every learner a picture of a cup of tea. • Teacher opens a tea bag for each learner.



VISUAL ARTS Grade R with differentiation : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Identify different flavours. 	<ul style="list-style-type: none"> • Learners put glue on the picture and spread tea leaves over the picture. • Learners must smell and identify different flavours e.g. cucumber, strawberries, tea, milk, mango etc
	Create in 3D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Make a fruit kebab with two fruits. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher talks about healthy snacks for a lunchbox. • Learners make a fruit kebab with 2 fruits on a stick. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher talks about healthy snacks for a lunchbox. • Learners make a fruit kebab with 3 fruits on a stick. 



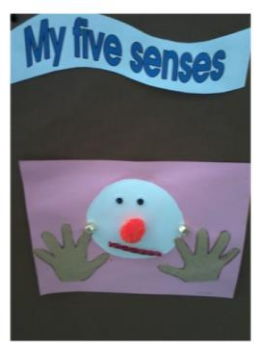
VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities • Make a fruit kebab with three fruits. 	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Make a fruit kebab with four fruits. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher talks about healthy snacks for a lunchbox. • Learners make a fruit kebab with 4 fruits on a stick. 
2	VISUAL ARTS Senses Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities Create free hand drawings/patterns.	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher applies shaving cream on a mirror/ glass • Learners create free hand patterns/ shapes. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	Grade R with differentiation: Second Year



VISUAL ARTS Grade R with differentiation : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create free hand drawings/patterns 	<ul style="list-style-type: none"> • Learners open and empty a packet of instant pudding in a plastic bowl. Learners pour the milk into the bowl. Learners mix it with a whisk. • Learners pour some pudding on a mirror. • Learners create free hand drawings/patterns.  
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	<p>Grade R with differentiation: Third Year</p>  <ul style="list-style-type: none"> • Teacher revises senses. • Teacher hands out picture and demonstrates how to make a balloon on top of the picture. • Learners use different colours of paint to create a picture using finger painting.
	Create in 3D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses senses.

VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a spyglass with a paper cup and toilet roll. 	 <ul style="list-style-type: none"> • Teacher demonstrates how to make a spyglass with a paper cup and toilet roll. • Learners paint a paper cup and toiletroll. • Learners make a spyglass with the paper cup and the toilet roll.
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a sensory ball. 	Grade R with differentiation: Second Year  <ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a sensory ball with a balloon. • Learners make their own sensory ball.
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a guitar with a paper board. • Learners make and decorate their own paper board

VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a musical instrument. 	 <p>guitar.</p>
3	VISUAL ARTS Senses Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a fragrant flower craft. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises the sense of smell. • Teacher demonstrates how to make a fragrant flower craft. • Learners colour the petals of the flower and cut it out. • Learners paste cotton wool dipped or sprayed with scent or another flavour in die middle of the flower to create a fragrant flower. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture of a tongue with sweets pasted on the 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises the sense of taste. • Teacher demonstrates how to make a picture of a tongue with different sweets pasted on the tongue. • Learners create their own picture of a tong in a mouth with sweets pasted on the tongue. 



VISUAL ARTS Grade R with differentiation : Term 2			
		<p>tongue.</p> <p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a texture hand. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises textures. • Teacher demonstrates how to make a texture hand. • Learners trace a hand, colour the hand and paste different textures on the fingers to create a texture hand. 
	Create in 3D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create listening tube. <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises the sense of hearing. • Teacher demonstrates how to make a listening tube with an empty paper roll.  <ul style="list-style-type: none"> • Learners create and decorate their own listening tube. <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the sense of hearing. • Teacher demonstrates how to make a shaker using an empty container with small items inside the




VISUAL ARTS Grade R with differentiation : Term 2			
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a shaker. 	<p>container.</p> <ul style="list-style-type: none"> • Learners make and decorate shakers using empty containers with different small items inside the containers 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a rainstick. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises the sense of hearing. • Teacher demonstrates how to make a rain stick using an empty paper towel roll. • Learners make and decorate their own rainsticks. 
4	<p>VISUAL ARTS Senses</p> <p>Create in 2D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make a picture depicting the five senses. • Learners create a picture 



VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture depicting the five senses. 	depicting the five senses.
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a pattern with orange halves dipped in paint. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make a picture depicting the five senses. • Learners create a picture depicting the five senses 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a texture man. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make a texture man. • Learners create their own texture man using different materials 
	Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make a feely glove.




VISUAL ARTS

Grade R with differentiation : Term 2

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a feely glove. 	<ul style="list-style-type: none"> • Learners create their own feely gloves using different materials inside the glove. 	
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create different texture boxes. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make different texture boxes. • Learners create and decorate their own texture boxes using different textures for each box. 	
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises the five senses. • Teacher demonstrates how to make a sensory book with cardboard and different textures. 	



VISUAL ARTS Grade R with differentiation : Term 2			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities 	<ul style="list-style-type: none"> • Learners create their own sensory books with cardboard and different textures. 
5	VISUAL ARTS Healthy Eating Habits Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture with apple print on white paper. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher carves a pattern on an apple. • Teacher cut a handle in the apple. • Learners create a picture with apple print on white paper. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises five senses. • Teacher cut oranges in halves. • Learners dip the orange halves in paint and create 



VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Create a picture with citrus print on paper. 	a pattern on white paper.
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture of grapes using thumb printing. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises healthy food. • Teacher demonstrates how to create a picture of grapes using thumb printing. • Learners dip their thumb in purple paint and create a bunch of grapes on white paper. • Learners colour and cut out leaves and paste it on top of grapes. 
	Create in 3D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises healthy habits. • Teacher demonstrates how to make a fruit tree with toilet rolls and fruit loops. • Learners make their own fruit tree using a toilet roll for the base and pasting fruit loops on the branches  <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises healthy habits. • Teacher demonstrates how to make fruit with toilet paper rolls and pipe cleaners.


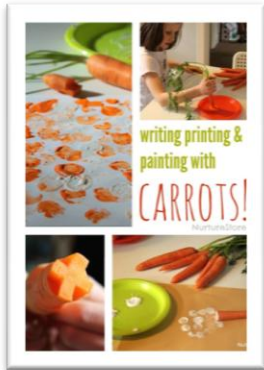
VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create fruit with toilet paper rolls and pipe cleaners. 	<ul style="list-style-type: none"> • Learners create their own fruit using toilet paper rolls and pipe cleaners. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create fruit using toilet paper rolls, tissue paper and pipe cleaners. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises healthy habits. • Teacher demonstrates how to make fruit with toilet paper rolls, tissue paper and pipe cleaners. • Learners create their own fruit using toilet paper rolls, tissue paper and pipe cleaners. 
6	VISUAL ARTS Fruit Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a strawberry using handprints. • Learners create a picture of strawberries using handprints and paint. 

VISUAL ARTS

Grade R with differentiation : Term 2

	<ul style="list-style-type: none"> • Create a picture of fruit using handprints. 	
	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture of fruit using a paper plate. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a kiwi fruit using a paper plate. • Learners create a picture of a kiwi using an paper plate and paint. 
	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture of fruit using collage. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a picture of a strawberry, using collage. • Learners create a picture of a strawberry using collage. 

VISUAL ARTS Grade R with differentiation : Term 2			
	Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a pineapple using paper cups. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a pineapple using a paper cup. • Learners create a pineapple using a papercup.. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create fruit using empty yoghurt containers and tissue paper. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make fruit using empty yoghurt containers and tissue paper. • Learners create fruit using empty yoghurt containers and tissue paper 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises fruit.

VISUAL ARTS Grade R with differentiation : Term 2			
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a necklace using froot loops. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a necklace using froot loops. • Learners create a necklace using froot loops. 
7	VISUAL ARTS Vegetables Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Use stencils to create, colour and paint vegetable pictures. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to make a carrot stencil. • Teacher demonstrates how to make a pattern on white paper using a carrot stencil. • Teacher cuts out a pattern on carrots. • Learners dip the carrot in paint and create patterns on white paper. 

VISUAL ARTS

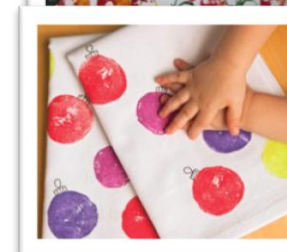
Grade R with differentiation : Term 2

Grade R with differentiation: Second Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Use** stencils to create, colour and paint vegetable pictures.

Grade R with differentiation: Second Year

- Teacher revises vegetables..
- Teacher demonstrates how to make a potato stencil.
- Teacher cuts a potato in half.
- Teacher cuts out a pattern on the potato.
- Learners make patterns by dipping the potato stamp into paint and stamp it on a paper to create a pattern.



Grade R with differentiation: Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Use** stencils to create, colour and paint vegetable pictures.



Grade R with differentiation: Third Year



- Teacher revises vegetables.
- Teacher demonstrates how to make a celery and potato stencil.
- Teacher cuts the celery in pieces.
- Teacher cuts the potato in halves and carves a



celery & potato
FLOWER STAMPING







VISUAL ARTS Grade R with differentiation : Term 2			
			<p>pattern on one side of the potato.</p> <ul style="list-style-type: none"> Learners dip the celery and potato in different colours paint. Learners stamp it on a paper to create a pattern.
	Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. Create a vegetable using paper plates and clay. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> Teacher revises vegetables. Teacher demonstrates how to make peas in a pod using a paper plate and clay. Learners create and decorate peas in a pod using a paper plate and clay. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. Create a pumpkin using cardboard and pipe cleaners. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> Teacher revises vegetables. Teacher demonstrates how to make a pumpkin using cardboard and pipe cleaners. Learners create a pumpkin using cardboard and pipe cleaners. 
		Grade R with differentiation: Third Year	Grade R with differentiation: Third Year



VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create vegetables using tissue paper. 	 <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to make a radish using tissue paper. • Learners create a radish using tissue paper
8	VISUAL ARTS Mixed (secondary) colours. Orange, green and purple around us. Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities; • Create a colour wheel using a paper plate. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a colour wheel using a paper plate. • Learners create and paint a colour wheel using a paper plate. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours..




VISUAL ARTS



Grade R with differentiation : Term 2

		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities • Create a picture of a rainbow.. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a picture of a rainbow using different colours of lint or cardboard and cotton balls. • Learners create a rainbow using different colours of lint or cardboard and cotton balls. 	
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a picture of a bird using feathers and a footprint. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of a bird using a footprint and feathers. • Learners create a picture of a bird using a footprint and feathers. 	

VISUAL ARTS Grade R with differentiation : Term 2			
	Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a suncatcher using a paper plate. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a suncatcher using a paper plate. • Learners create and decorate a suncatcher using a paper plate. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a suncatcher using bottle lids and tissue paper; 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a suncatcher using bottle lids and tissue paper. • Learners create a suncatcher using bottle lids and tissue paper 

VISUAL ARTS Grade R with differentiation : Term 2			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a suncatcher using recycled CD's. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a suncatcher using recycled CD's.. • Learners create a suncatcher using recycled CD's. 
9	VISUAL ARTS Mixed (secondary) colours. Orange, green and purple around us. Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of umbrellas. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of umbrellas. • Learners create a picture of umbrellas using paint, cotton wool and fingerprint for the rain. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of a fish using a paper plate.

VISUAL ARTS Grade R with differentiation : Term 2				
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a fish using a paper plate. 	<ul style="list-style-type: none"> • Learners create and decorate a picture of a fish using a paper plate. 	
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a letter of the alphabet. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make and decorate a picture of a letter of the alphabet using primary and secondary colours. • Learners create and decorate a picture of a letter of the alphabet using primary and secondary colours. • Learners use the first letter of their names. 	
	Create in 3D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a 	

VISUAL ARTS Grade R with differentiation : Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities • Create a rainbow using cardboard. 	<p>rainbow using cardboard and cotton wool..</p> <ul style="list-style-type: none"> • Learners create a rainbow using cardboard and cotton wool.
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a necklace using macaroni or plastic tubes. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a necklace using macaroni or plastic tubes. • Learners create a necklace using macaroni or plastic tubes. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities • Create a paper chain and a pot of gold with different colours. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a paper chain and a pot of gold using different colours. • Learners create a paper chain and a pot of gold using different colours. 

VISUAL ARTS**Grade R with differentiation : Term 2****Assessment**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

Grade R with differentiation: Term 3

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade R with differentiation: Term 3	
Content: <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Perform simple relaxation exercises for warming up and cooling down. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ loco motor movements such as walk, run leap and gallop; ○ Non-loco motor movements such as reach, bend, rise. • Take part in warm up exercises. • Participate in outside play with water, mud and containers. • Participate in spatial orientation exercises • Participate in exercises to improve laterality. • Participate in activities to demonstrate and develop motor skills • Move in time to music. • Develop sensory exploration. 	<ul style="list-style-type: none"> • Take part in gross motor activities • Participate in fine motor skills development. • Participate in activities to develop eye- foot coordination. • Participate in activities to develop eye-hand coordination skills. • Participate in midline crossing exercises. • Participate in balance exercises • Participate in exercises to improve static balance. • Participate in exercises to develop spatial awareness.. • Participate in exercises to develop fine motor coordination. • Participate in loco motor activity exercises. • Respond to cognitive stimulation. • Demonstrate physical and motor activities.
Grade R with differentiation: First Year	Activities, techniques, notes, etc.
Week 1 <ul style="list-style-type: none"> • Learners run on their toes and when the teacher blows the whistle, they walk on their heels. • Learners jump forward and backward with feet together. • Learners sort different shapes and colours macaroni Week 2 <ul style="list-style-type: none"> • Learners do leopard crawling. • Learners jump like a frog. 	Week 5 <ul style="list-style-type: none"> • Learners lie on their backs and cycle with their legs. • Learners pretend they are driving a taxi/bus/ car. • Learners drive slowly/ fast. • Learners indicate that they are turning left/right. • Learners stamp their feet 3 times. Learners clap their hands 5 times. Learners click their fingers 2 times. Learners wink their eyes 4 times. Week 6

PERFORMING ARTS Grade R with differentiation: Term 3	
<ul style="list-style-type: none"> Learner use tempo fast/faster/slow/slower when they jump like a frog. Teacher pours washing powder in a bucket with water and learners play freely with the bubbles <p>Week 3</p> <ul style="list-style-type: none"> Learners bend and run with their bodies as low as they can to the opposite corner. Learners walk back while they make themselves as tall as they can. Learners fill bottles with sand or water using a teaspoon. Learners throw water from one bottle to another. <p>Week 4</p> <ul style="list-style-type: none"> Learners run with their hands on their heads in different directions. Learners hop on their left leg and then on their right leg with their hands on their heads. Teacher lays a rope in a zig-sag pattern on the ground. Learners walk on the rope. 	<ul style="list-style-type: none"> Teacher revises how to do body percussion. Learners do body percussion – learners hit/slam the table like a drum Learners fly like a bird while running around. Learners practise fastening and loosening of buttons, using Velcro, buttons and zips. <p>Week 7</p> <ul style="list-style-type: none"> Learners identify a yellow ball. Learners bounce the ball up and down, using alternating hands Learners illustrate stories through simple drawing or acting. <p>Week 8</p> <ul style="list-style-type: none"> Learners hit yellow balloons and try to keep them in the air. Learners taste sweet, sour, salty and bitter food <p>Week 9</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners perform actions like curling, twisting, bending and stretching their bodies. Learners throw beanbags to each other.
Grade R with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learners scrunch up newspapers in balls. Teacher slowly beats a drum. The learners throw newspaper balls in the air to the beat of the drum and catch it. Learners throw the balls faster when the drum plays faster. Learners use blankets and lie on/under their blankets. 	<p>Week 5</p> <ul style="list-style-type: none"> Learners run around and fly like aeroplanes with their arms stretched out. Learners pretend they are cars that drive and stop when the whistle blows. Learners demonstrate physical and motor activities for example:. run

PERFORMING ARTS**Grade R with differentiation: Term 3**

- Learners put the blanket around/under them.
- Learner pull their blankets over their heads.
- Learners put down their blankets.
- Learners stand behind/front to the side/left/right side of their blankets.

Week 2

- Teacher places cones in a large outside area. The learners move freely among the cones in time while the teacher plays on the tambourine and freeze when the tambourine stops. Repeat a few times.
- Learners participate in special awareness exercises. Teacher lays a rope using a zig-zag pattern on the floor. Learners walk to and fro on rope.
- Learners repeat the exercise with bean bags on their heads.
- Learners repeat above exercises on a curved line

Week 3

- Learners imitate the teacher by saying various names of learners rhythmically and clapping hands.
- Learners hop with one leg to a target and back. Repeat with the other leg.
- Learners participate in fine motor skills activities e.g. trace shapes.

Week 4

- Learners gallop like a horse, jump like a frog etc.
- Learners throw a small pillow in the air, catch it against their bodies.
- Learners try to kick and catch the pillow.

in all directions like frightened chickens, gallop like a horse, roll in the mud like a pig, or walk in a row like ducks.

Week 6

- Teacher plays music with short quick notes as well as long notes. Learners give short quick steps on the short notes and long steps on the long notes.
- Learners hit a light sponge ball in the air to each other. Learners kick the ball to each other.

Week 7

- Learners run to the jungle gym, climb up the ladder, come back and jog on the spot. Repeat few times.
- Learners lie on their backs with their arms on their sides and feet together.
- Learners move their arms to their shoulders and back 10 times. Learners move their legs in and out 8 times. Learners move their arms and legs 7 times

Week 8

- Learners lie down and bask in sun like Laquan's Learners wake up slowly and begin to stretch their legs .After stretches they move and lie flat on the ground.
- Learners use different sizes of balls. Learners roll balls towards objects. Learners move objects different distances from learners. Learners sit on a chair. Learners roll the ball with their right/left foot on one spot.

Week 9

PERFORMING ARTS Grade R with differentiation: Term 3	
	<ul style="list-style-type: none"> Learners walk or run in different directions. When the whistle blows, learners stop and jump up and down. Repeat the exercise a few times. Learners stand in pairs facing each other. Learners bounce and throw balls to each other.
Grade R with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learners run in circles while clapping hands until whistle blows. Learners change direction. Learners walk with legs astride over the rope and stamp their feet left/right as they walk Learners lift up their left/right shoulder. Learners pull up their left/right knee to their chests. <p>Week 2</p> <ul style="list-style-type: none"> Learners run with their hands on their heads/hips/ shoulders. Learners clap on the rhythm of the music. Learners stamp their feet on the rhythm of the music. Teacher places boxes with the open ends facing the learners. Learners dribble the ball to the box and try to kick the ball in the box. Repeat few times. <p>Week 3</p> <ul style="list-style-type: none"> Learners crawl forward/backwards to a target and back. Learners swing their left arm while holding a bean bag in the right arm. Learner change arms. Learners sit on a chair, bend/reach/move their arms in a circle. 	<p>Week 6</p> <ul style="list-style-type: none"> Learners stand in pairs. Learners must try to catch each other. Take turns. Learners bend down and grip their ankles. Learners try to walk as fast as possible around a ball without falling forward. Learner walk backwards/forwards. <p>Week 7</p> <ul style="list-style-type: none"> Learners run on the spot. Learners stop when the tambourine stops and go and stand by a beanbag. Learners dribble the beanbag with one foot while the tambourine plays. Learners do the same with the other foot. Teacher plays slow/fast music .Learners fly like birds according to the tempo. <p>Week 8</p> <ul style="list-style-type: none"> Learners walk in different directions. When the whistle blows they walk faster. When whistle blows again they run. Learners stand in two long rows with their legs apart. The learner at the front crawls through between everybody`s legs and stand at the back of the row. Continue till everybody had 2 turns.

PERFORMING ARTS

Grade R with differentiation: Term 3

- Learners clap with their hands above their heads/in front of their heads.

Week 4

- Learners help to blow up balloons.
- Learners play balloon games e.g. try to hit two balloons at once.
- Learners place a bean bag on one foot and lift the leg for ten counts. Learners balance the bean bag on the other foot. Learners repeat the exercise.

Week 5


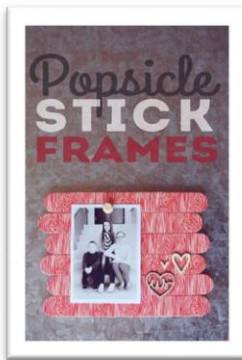
- Teacher places soft balls in a large play area. Learners skip, jump, dance gallop through the balls without touching a ball. When the tambourine stops each learner stands by a ball.
- Teacher places a rope in a straight line on ground. Learners move slow/fast on the line. Teacher gives instructions for example: walk in front of/behind/on the line. Walk away from/closer to the rope. Walk backwards/forwards on rope.



Week 9

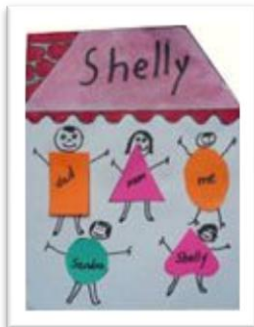


- Teacher plays high and low music. When the music is low the learners swing their buttocks. When the music is high they clap their hands. Learners use different actions and repeat the exercise a few times.
- Teacher spans a rope approximately 1 metre above the ground. The learners stand in pairs on either side of the rope. They throw the beanbag across the rope to each other. Then they throw the beanbag under the rope and try to catch it.

Grade R with differentiation: Term 3

VISUAL ARTS



VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Me and my family Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a family tree. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a family tree with photos or pictures of a family. • Learner create a family tree with photos of their families or pictures of a family. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a photo frame. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a photo frame using popsicle/ice cream sticks. • Learner create a photo frame using popsicle/ice cream sticks and put a photo of their family in/on the frame. 
		Grade R with differentiation: Third Year	Grade R with differentiation: Third Year

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create members of their family using empty toilet rolls. 	<ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a family using toilet rolls and pipe cleaners. • Learner create a family using toilet rolls an pipe cleaners. 
	Create in 2D	<ul style="list-style-type: none"> • Grade R with differentiation: First Year Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a family picture. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a picture with all the family members. • Learner create a picture with all the family members in the picture. • Learners bring photos of their family members or cut out pictures in a magazine. • Learners paste the pictures or photos on the template and colour the pictures. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a picture of a

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house with family members in the house, using shapes. 	<p>house and family members using different shapes for the house and each family member.</p>  <ul style="list-style-type: none"> • Learner create a house with family members in the house, using different shapes for the house and each family member.
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a family tree using handprints. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a family tree using different colours handprints. • Learner create a family tree with different colours handprints 
2	<p>VISUAL ARTS</p> <p>Me and my family</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a birthday hat • Learner create a birthday hat 

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create and decorate a birthday hat. 	<p>and decorate the hat.</p> <ul style="list-style-type: none"> • Learners colour or paint a big circle given by the teacher. • Learners decorate the birthday hat. • Teacher cuts up to the middle of the circle. • Learners turn the circle and paste it to form a hat. • Learners put some strips of golden/ silver paper or a pom-pom with glue at the top. • Learners put dots of glue all over the hat and put glitter on it.
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create and decorate a hand made mirror frame using a recycled CD. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a mirror frame using a recycled CD. • Learner create a mirror frame using a recycled CD. • Learners paste an old CD on a cut out mirror from cardboard. The learners decorate the frame of the mirror with beads, buttons, macaroni etc • Learners paste a picture of themselves on.







VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create family picture blocks using decoupage. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make family picture blocks using decoupage. • Learner create a family picture block using decoupage. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a big wall painting. Learners draw or paint their family on big sheet of paper pinned against the wall. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a wall painting with family members painted on the picture. • Learner create a wall painting with family members on the picture. • Teacher pins a big sheet of paper on the wall. The learner must draw/paint their family with broad paint brushes or thick wax crayons. 
		Grade R with differentiation: Second Year	Grade R with differentiation: Second Year

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3


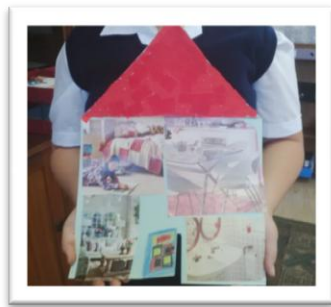
	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house with family members. 	<ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to make a picture of a house with family members in the house using collage. • Learner create a picture of a house with family members in the house using collage.
	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create houses and family members with corresponding colours. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises what a family is. • Teacher demonstrates how to create a picture of a house and family members with corresponding colours. • Learner create a picture of a house and family members with corresponding colours.





VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
3	VISUAL ARTS Me and my home Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a hut with recycled materials. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a hut using recycled materials. • Learner create a hut with recycled materials. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house using popsicle/ ice cream sticks and fabric. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to make a house using popsicle/ ice cream sticks and fabric. • Learner create a house using popsicle/ice cream sticks and fabric. 



VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a paper bag house. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to make a paper bag house. • Learner create and decorate a paper bag house. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house with shapes 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to make a picture of a house using shapes. • Learner create a picture of a house using shapes. 

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3



4	VISUAL	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a bookmark with a picture of a house. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a bookmark with a picture of a house on the bookmark. • Learner create a bookmark using a picture of a house on the bookmark. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house with different rooms showing the furniture. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a picture of a house with different rooms in the house. • Learner create a picture of a house with different rooms in the house. • Learners receive a cut out house, with the house part divided in four. The learners cut out pictures of different furniture of different rooms and paste it in appropriate room. Furniture must not be mixed. 
		Grade R with differentiation: First Year	Grade R with differentiation: First Year
		Grade R with differentiation: First Year	Grade R with differentiation: First Year


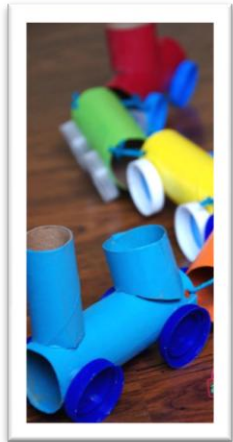
VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3




	<p>ARTS</p> <p>Me and my home</p> <p>Create in 3D</p>	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create stacking house blocks. 	<ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to make stacking house blocks. • Learner create a stacking house using blocks. 	
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house using recycled cardboard boxes. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a house using recycled cardboard boxes. • Learner create a house using recycled cardboard boxes. 	



VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a house using a recycled milk carton. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a house using a recycled milk carton. • Learner create a house using a recycled milk carton. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a house with different shapes and materials. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to make a picture of a house using different shapes. • Learner create a picture of a house using different shapes and materials. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises houses.

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3



		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a house looking like a big crayon. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a picture of a house looking like a big crayon. • Learner create a picture of a house looking like a big crayon. 	
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a hut using different materials. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises houses. • Teacher demonstrates how to create a picture of a hut using different materials. • Learner create a picture of a hut using different materials. 	



VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3				
5	VISUAL ARTS Transport Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a car using a recycled cardboard box. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to create a car using a recycled cardboard box. • Learner create a car using a recycled cardboard box. • Learners paint and decorate the car. 	
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a train using toilet rolls. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to create a train using toilet rolls. • Learner create a train using toilet rolls. • Learners paint and decorate the train. 	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a school bus using an empty milk carton. 	



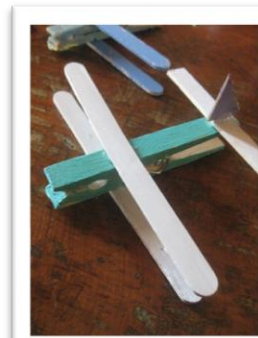
VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a school bus using an empty milk carton. 	<ul style="list-style-type: none"> • Learner create a school bus using an empty milk carton. • Learners paint and decorate the school bus. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a school bus using different shapes. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a school bus using different shapes. • Learner create a picture of a school bus using different shapes. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises transport, • Teacher demonstrates how to make a picture of a train using different shapes. 

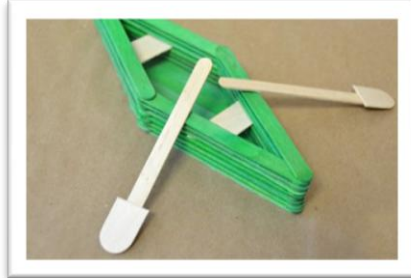

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture of a train using different shapes. 	<ul style="list-style-type: none"> • Learner create a picture of a train using different shapes.
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a train using a footprint and paint. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a train using a footprint and paint. • Learner create a picture of a train using a footpring and paint. 
6	<p>VISUAL ARTS</p> <p>Transport</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a steam boat. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to create a steam boat. • Learner create a steam boat using empty boxes and paper tubes. • Learners colour or paint little empty boxes and tubes made from paper. Paste the tubes in the box to create a steamboat. Learners use cotton wool to create steam 

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3



		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a card board box car. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a car using recycled cardboard boxes. • Learner create a car using a card board box. • Teacher divides the learners in groups. • Learners take a big box and paint it. Learners use paper plates for wheels. Learners decorate and paint paper plates and paste it on box. • Learners take turns to push each other around in the box. Learners use a decorated paper plate as a steering wheel. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a space shuttle. • Learner create a space shuttle. • Learners colour or decorate cut out wings and a toilet roll. 





VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Create a space shuttle. 	<ul style="list-style-type: none"> • Learners paste a toilet roll on the wings to create a space shuttle. A pilot can be created from clay.
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a truck. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a truck. • Learner create a picture of a truck. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a hot air balloon. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a hot air balloon. • Learner create a picture of a hot air balloon using a cup cake liner. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of hot

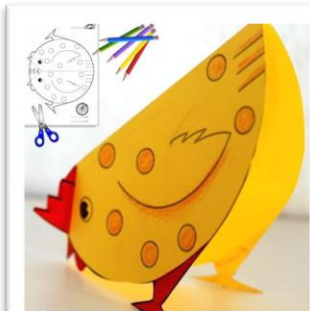
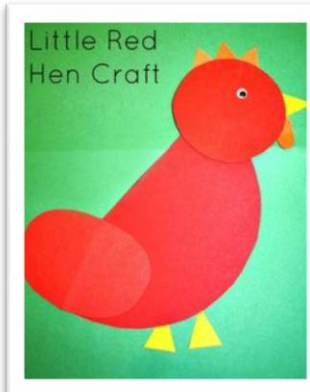

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of hot air balloons using buttons. 	<p>air balloons using buttons.</p> <ul style="list-style-type: none"> • Learner create a picture of hot air balloons using buttons. 
7	VISUAL ARTS Transport Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a car using a toilet roll. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a car using an empty toilet roll. • Learner create and decorate a car using an empty toilet roll. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make an aeroplane using popsicle/ice cream sticks. • Learner create an aeroplane using popsicle/ice cream sticks. 


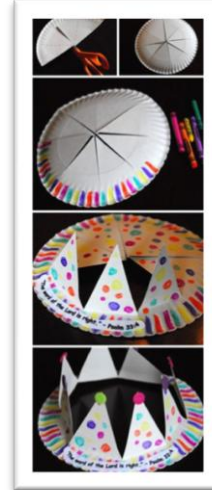
VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create an aeroplane using popsicle/ice cream sticks.. 	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a boat using popsicle/ice cream sticks. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a boat using popsicle/ice cream sticks. • Learner create and decorate a boat using popsicle/ice cream sticks. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a police car using a paper plate. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a police car using a paper plate. • Learner create a picture of a police car using a paper plate. 
		Grade R with differentiation: Second Year	Grade R with differentiation: Second Year

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3



	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a police car using a handprint. 	<ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a police car using a handprint. • Learner create a picture of a police car using a handprint 	
	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a boat. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises transport. • Teacher demonstrates how to make a picture of a boat. • Learner create a picture of a boat. 	



VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
8	VISUAL ARTS Look, colour has no shape or size Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a toilet paper roll apple. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make an apple using a toilet roll. • Learner create a toilet roll apple. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a chain necklace. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a chain necklace. • Learner create and decorate a chain necklace.   
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours.

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a chicken using a paper plate. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a chicken using a paper plate. • Learner create a chicken using a paper plate 
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a red hen. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of a red hen. • Learner create a picture of a red hen. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a ladybug using a paper plate. • Learner create a paper plate ladybug. 


VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a paper plate ladybug. 	
		<ul style="list-style-type: none"> • Grade R with differentiation: Third Year Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a daffodil using a cup cake liner. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of a flower using a cup cake liner. • Learner create a picture of a daffodil using a cup cake liner. 
9	VISUAL ARTS Look, colour has no shape or size Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create and decorate a crown using a paper plate. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours • Teacher demonstrates how to make a paper plate crown. • Learner create and decorate a crown using a paper plate 
		Grade R with differentiation: Second Year	Grade R with differentiation: Second Year

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3

	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Paint sea shells different rainbow colours. 	<ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to paint sea shells. • Learner paint sea shells different rainbow colours. 	
	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a wall ornament. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to create a wall ornament using salt dough. • Learner create an ornament using salt dough. 	

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3			
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a rainbow Christmas tree. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture of a rainbow Christmas tree. • Learner create a picture of a rainbow Christmas tree. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a clover flower with rainbow colours using collage. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to create a rainbow clover using collage. • Learner create a rainbow clover using collage. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours.

VISUAL ARTS GRADE R WITH DIFFERENTIATION Term 3

		<p>ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of fishes in the sea using paper plates. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a picture of fishes in the sea. • Learner create a picture of fishes using paper plates. 	
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>				

Grade R with differentiation: Term 4

Performing arts for each week is stated whereafter visual arts follows.



PERFORMING ARTS Grade R with differentiation: Term 4	
Content: <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Perform simple relaxation exercises for warming up and cooling down. • Build own movement vocabulary using: <ul style="list-style-type: none"> ◦ loco motor movements such as walk, run leap and gallop; ◦ Non-loco motor movements such as reach, bend, rise. • Take part in warm up exercises. • Participate in outside play with water, mud and containers. • Participate in spatial orientation exercises • Participate in exercises to improve laterality. • Participate in activities to demonstrate and develop motor skills • Move in time to music. • Develop sensory exploration. • Participate in exercises to improve focus. 	<ul style="list-style-type: none"> • Take part in gross motor activities • Participate in fine motor skills development. • Participate in activities to develop eye- foot coordination. • Participate in activities to develop eye-hand coordination skills. • Participate in midline crossing exercises. • Participate in balance exercises • Participate in exercises to improve static balance. • Participate in exercises to develop spatial awareness.. • Participate in exercises to develop fine motor coordination. • Participate in loco motor activity exercises. • Respond to cognitive stimulation. • Demonstrate physical and motor activities. • Participate in activities to develop gross motor skills.
Grade R with differentiation: First Year	Activities, techniques, notes, etc.
Week 1 <ul style="list-style-type: none"> • Learners pretend they are fishes swimming in the water. Learners stretch and curl their bodies in different directions • Learners crawl through hoops, underneath tables, chairs etc. Week 2 <ul style="list-style-type: none"> • Learners run like a dog, stalk like a cat. • Learners sort beads according to size and colour. 	Week 6 <ul style="list-style-type: none"> • Learners do jumping jacks. • Learners follow moving marbles on a cake tin lid with their eyes. Week 7 <ul style="list-style-type: none"> • Learners run with their hands on their head/hips. Learners run with their hands on their hips/above head/on their shoulders. • Learners must run to and climb onto the jungle gym and slide off the



PERFORMING ARTS Grade R with differentiation: Term 4	
<p>Week 3</p> <ul style="list-style-type: none"> Learners walk with a bean bag on their heads. Learners run with a bean bag on their heads. Learners attach pegs on the sides of an ice-cream holder. <p>Week 4</p> <ul style="list-style-type: none"> Learners jog on the spot with a beanbag on their heads .Learners walk/run with a bean bag on their left/right shoulders. Learners copy the teacher`s pattern on a peg board. <p>Week 5</p> <ul style="list-style-type: none"> Learners crawl to the front/back. Learners crawl forwards and backwards. Learners run around a circle and clap their hands. Learners jump around in a circle and clap their hands above their heads. 	<p>jungle gym with the slide and run back to the teacher.</p> <p>Week 8</p> <ul style="list-style-type: none"> Learners hit red balloons and try to keep the balloons in the air. Learners sort objects with different textures in groups <p>Week 9</p> <ul style="list-style-type: none"> Learners run to a point and jump on both legs back. Learners run again and jump on one leg back. Repeat a few times. Learners crawl through and under tables and chairs.
Grade R with differentiation: Second Year Activities, techniques, notes, etc.	
<p>Week 1</p> <ul style="list-style-type: none"> Learners circle both arms like windmills forward and backward. Learners stretch hands open and close. Learners snap with their fingers. Repeat a few times. Teacher lays hoops some distance from each other on the grass. Learners throw beanbags into the hoop, in front of the hoop and behind it. Learners jump inside, outside, in front of, next to, behind the hoop. <p>Week 2</p> <ul style="list-style-type: none"> Learners throw target with a ball to plastic bottles. Learners jog on spot. Learners jump with their feet together 3 times 	<p>Week 6</p> <ul style="list-style-type: none"> Learners walk with small/big steps slow/fast on the beat of the music. Learners walk on their heels/toes slow/fast on the beat of the music. Teacher draws thick lines around simple pictures. Learners must cut it out. <p>Week 7</p> <ul style="list-style-type: none"> Teacher puts 3 hoops in a row on the ground. Learners run zig-sag through the hoops. Learners hop on their left/right leg through the hoops. Learners sort different sizes of objects like marbles, paperclips and



PERFORMING ARTS Grade R with differentiation: Term 4	
<p>forward and 2 times backward.</p> <ul style="list-style-type: none"> Learners jump with feet together over a rope. Jump in the air with open legs. When landing, feet must be together. <p>Week 3</p> <ul style="list-style-type: none"> Learners run with a potato in a spoon from one spot to another. Learners taste sour/ sweet/ bitter food <p>Week 4</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners lie on back and lift their right leg up and down. Learners lift their left leg up and down. Learners lift their right leg and left arm up and down. Learners lift both legs up and down. Teacher puts a ladder on the ground. Learners walk between ladder steps without touching the steps. Repeat a few times. <p>Week 5</p> <ul style="list-style-type: none"> Learners run on their left/right leg from one point to another. Learners run forwards and backwards. Learners jump on both legs together forward and backward. Learner walk/hop/jump/on a line backward and forward/sideways. Learners jump over the line. 	<p>beans. Learner drop the objects in a bottle with a small opening</p> <p>Week 8</p> <ul style="list-style-type: none"> Teacher places a big sheet of newspaper in front of each learner. Learner must run fast/slow with big/small steps around newspaper. Learners jump with both feet over the newspaper. Learners sit on chairs. Learners roll different sizes of balls under their feet. Learners stand up and with support roll the ball under their left/right foot. Learners dribble the ball. <p>Week 9</p> <ul style="list-style-type: none"> Teacher plays music. Learners must have a certain face expression for example a sad face.. When the music stops the learners must change their expressions. Repeat a few times Teacher lays hoops on grass. Learners must crawl through them. Different colours can be used. Teacher tells them for example to climb through red/ yellow or green hoops.
Grade R with differentiation: Third Year Activities, techniques, notes, etc.	
<p>Week 1</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners stand in a crawling position. Learners lift their left/right arm up and down. Learners lift and stretch their left/right leg. Learners lift their right arm and left leg. Learners execute cross-over swings of their arms and legs and 	<p>Week 6</p> <ul style="list-style-type: none"> Learners jog on one spot, slower/faster. Learners run like an ostrich and clap their arms against their sides. Learners run with their hands on their hips/above their head/on their toes. Learners button and unbutton different sizes of buttons.



PERFORMING ARTS Grade R with differentiation: Term 4	
<p>touch their opposite shoulder, buttock, knee and foot. Learners swing arms in circles. Learners cross their legs.</p> <p>Week 2</p> <ul style="list-style-type: none"> Teacher lines up boxes in a row so that they form a tunnel. Learners crawl through the boxes. Repeat a few times. Learners combine dots to form a picture. <p>Week 3</p> <ul style="list-style-type: none"> Learners do free play in the jungle gym. Learners blow bubbles. Learners pinch the bubble with a peg to break the bubble <p>Week 4</p> <ul style="list-style-type: none"> Learners jog on the spot. Learners kneel, Learners move their arms like a windmill, twist their bodies and clap their hands. Learners do movements above their heads. Learners pull cotton wool in small pieces. Learners store the cotton wool in a container for future activities. Learners tear steel wool in small pieces <p>Week 5</p> <ul style="list-style-type: none"> Teacher fills a tin with a lid with stones. Teacher attaches a rope to the can. Learners run on the playground and pull it around. Learners bounce a ball up and down. Learners roll/kick a ball to each other 	<p>Week 7</p> <ul style="list-style-type: none"> Learners kneel and hop and throw a ball to each other. Repeat a few times. Teacher covers bricks with material. Learners push the bricks from one side to the other side with both hands. Learners push the bricks with their left or right hand from one side to the other side. <p>Week 8</p> <ul style="list-style-type: none"> Teacher places a big sheet of newspaper in front of each learner. Learners gallop fast/slow around the newspaper. Learners lie on their backs, legs straight, with the newspaper in both hands above the head. Learners move up and touch toes with the newspaper. Repeat the activity a few times Learners walk forward on a plank laid on the ground, learners walk backward, bend down slowly, touch the plank and rise again. <p>Week 9</p> <ul style="list-style-type: none"> Learners stretch their necks/hands to reach high up in the tree. Learners drink water low from a stream. Repeat a few times. Between exercises learners run on the spot. Learners jump inside a hoop, stand outside the hoop, jump in and out the hoop. Learners throw beanbags in the hoop, next to the hoop.



VISUAL ARTS **Grade R with differentiation: Term 4**



VISUAL ARTS Grade R with differentiation: Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Water Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a jellyfish made from paper plates and ribbon. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a jellyfish using paper plates and ribbon. • Learners create a jellyfish using paperplates and ribbon. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a fish made from salt dough or polymer clay. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a fish using salt dough or polymer clay. • Learners create and decorate a polymer clay or salt dough fish. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises water animals.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a jellyfish made from tissue paper and ribbon. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a jellyfish using tissue paper and ribbon. • Learners create a jellyfish using tissue paper and ribbon 
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of the sea. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a picture of the sea with fishes in the sea. • Learners create a picture of the sea with fishes in the sea. • Learners colour a paper plate blue. Learners paste beans at the bottom. Learners tear green paper in strips and paste it on the picture..Learners colour and cut out fishes and paste it on the picture. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make an octopus using a paper plate.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create an octopus using a paper plate. 	<ul style="list-style-type: none"> • Learners create an octopus with a paper plate. • Learners colour a paper plate. Learners attach tentacles at the bottom of plate. Learners paste eyes and draw a nose. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of the sea and fishes made from paper plates. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a picture of fishes in the sea. • Learners create a picture of fishes made of paper plates in the sea 




VISUAL ARTS		Grade R with differentiation: Term 4	
2	VISUAL ARTS Water Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a boat using an empty juice box. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water vessels. • Teacher demonstrates how to make a boat using an empty juice box. • Learners create a boat using an empty juice box. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a boat using a pool noodle. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water vessels. • Teacher demonstrates how to create a boat using a pool noodle. • Learners create a boat using a pool noodle. 



VISUAL ARTS		Grade R with differentiation: Term 4	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a light house using a paper cup. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises water resources. • Teacher demonstrates how to make a light house using a paper cup. • Learners create a light house using a paper cup. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of fishes in water using paper plates. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a picture of fishes using paper plates. • Learners create a picture of fishes in the sea using paper plates. 



VISUAL ARTS		Grade R with differentiation: Term 4	
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create fishes made with recycled CD's. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a fish using recycled CD's. • Learners create and decorate a fish using recycled CD's. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of fishes in water using different shades of the same colour. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a picture of fishes using shades of the same colour. • Learners create a picture of fishes using shades of the same colour. 




VISUAL ARTS		Grade R with differentiation: Term 4	
3	VISUAL ARTS Pets Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a dog using paper cups. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a dog using paper cups. • Learners create a dog with paper cups. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create dogs using paper cups. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a dog using paper cups. • Learners create a dog using paper cups. 



VISUAL ARTS		Grade R with differentiation: Term 4	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create birds using paper plates and ribbon. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a bird using paper plates and ribbon. • Learners create a bird using paper plates and ribbon. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a cat using paper plates. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a picture of a cat with paper plates. • Learners create a cat using paper plates. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture of fishes made from bottle caps. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a picture with fishes made from bottle caps. • Learners create a picture of fishes made with bottle caps. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a bird decorated with feathers. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a picture of a bird and decorate it with feathers. • Learners create a picture of a bird and decorate the bird with feathers. 
4	<p>VISUAL ARTS</p> <p>Pets</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a fish using a peg. • Learners create a fish using a peg. 



VISUAL ARTS		Grade R with differentiation: Term 4	
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a fish using pegs. 	
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a stone frog. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a stone frog. • Learners create and decorate a frog using a stone 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create aameleon using pipe cleaners. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a cameleon using pipe cleaners. • Learners create a cameleon using pipe cleaners. 



VISUAL ARTS		Grade R with differentiation: Term 4	
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create faces of animals using paper plates. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make the face of a pet using a paper plate. • Learners create a pet face using paper plates. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a rabbit. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets • Teacher demonstrates how to make a picture of a rabbit. • Learners create a picture of a rabbit. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a picture of a bird using a handprint. • Learners create a picture of a bird using a handprint.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture of a bird using a handprint. . 	
5	VISUAL ARTS Farm animals Create in 3D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a cow using an empty tin. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a cow using an empty tin. • Learners create a cow using an empty tin. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make farm animals using paper cups. 



VISUAL ARTS		Grade R with differentiation: Term 4	
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create animals using paper cups. 	<ul style="list-style-type: none"> • Learners create farm animals using paper cups.
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create an animal using polymer clay. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a cow using polymer clay. • Learners create a cow using polymer clay. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a cat using paper plates. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a cat using paper plates. • Learners create a cat using paper plates. 


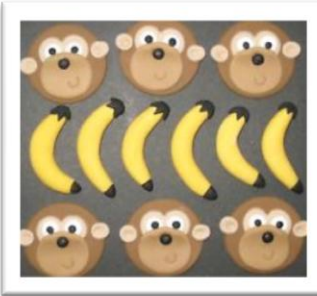

VISUAL ARTS		Grade R with differentiation: Term 4	
6	VISUAL ARTS Farm	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a sheep using bubble wrap. 	 <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a picture of a sheep with bubble wrap. • Learners create a picture of a sheep with bubble wrap
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a sheep using cotton wool. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a picture of a sheep using cotton wool. • Learners create a picture of a sheep using cotton wool. 
		Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three- 	Grade R with differentiation: First Year



VISUAL ARTS		Grade R with differentiation: Term 4	
	animals	dimensional work using appropriate and available materials.	<ul style="list-style-type: none"> Teacher revises farm animals. Teacher demonstrates how to make a chicken with toilet paper rolls or cardboard loops. Learners create a chicken with toilet paper rolls or cardboard loops. 
	Create in 3D	<ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. Create a chicken made with toilet paper rolls or cardboard loops. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Show spontaneity and a creative attitude in art activities. Create a chicken using an empty tin. <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher revises farm animals. Teacher demonstrates how to make a chicken using an empty tin. Learners create a chicken using an empty tin. 




VISUAL ARTS		Grade R with differentiation: Term 4	
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a sheep using polymer clay. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a sheep using polymer clay. • Learners create a sheep using polymer clay. 
	Create in 2D	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a pig using paper plates. 	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a picture of a pig with paper plates. • Learners create picture of a pig from paper plates. 
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a picture of a cow using paper plates.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture of a cow using paper plates. 	<ul style="list-style-type: none"> • Learners create a picture of a cow using paper plates. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a peacock using rolled paper. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a peacock using rolled paper. • Learners create a peacock using rolled paper. 
7	<p>VISUAL ARTS</p> <p>Wild animals</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a crocodile using egg cartons. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a crocodile using egg cartons. • Learners create a crocodile using egg cartons. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a giraffe using empty tins. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a giraffe using empty tins. • Learners create a giraffe using empty tins. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals.



VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a snake with folded paper. 	 <ul style="list-style-type: none"> • Teacher demonstrates how to make a snake with folded paper. • Learners create a snake using coloured folded paper.
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a monkey from a paper plate and cut out pieces. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a monkey using a paper plate. • Learners create a monkey with a paper plate. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a hippo from cut out pieces. • Learners create a hippo from cut out pieces. 

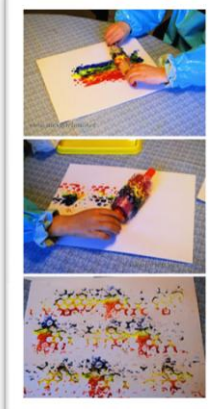

VISUAL ARTS		Grade R with differentiation: Term 4	
		<ul style="list-style-type: none"> • Create a hippo from cut out pieces. <p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a rhino from a paper plate and cut out pieces. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a rhino using a paper plate. • Learners create a rhino from a paper plate and cut out pieces. 
8	<p>VISUAL ARTS</p> <p>Wild animals</p> <p>Create in 3D</p>	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create and decorate a spiral snake. <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a spiral snake. • Learners create and decorate a spiral snake.  <p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals.

VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create and decorate a giraffe using pegs. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a giraffe using pegs. • Learners create and decorate a giraffe using pegs. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create spiders using pipe cleaners. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make spiders with pipe cleaners. • Learners create a spider using pipe cleaners. 
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a zebra using a paper plate. • Learners create a zebra using a paper plate. 

VISUAL ARTS		Grade R with differentiation: Term 4	
		<ul style="list-style-type: none"> • Create a zebra using a paper plate. 	
		Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a picture of a camel using a handprint. 	Grade R with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a picture of a camel using a handprint. • Learners create a picture of a camel using a handprint. 
		Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a lion using a paper plate. 	Grade R with differentiation: Third Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a lion using a paper plate. • Learners create a lion using a paper plate. 
9	VISUAL ARTS	Grade R with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	Grade R with differentiation: First Year

VISUAL ARTS		Grade R with differentiation: Term 4	
	<p>Colour can be light or dark</p> <p>Create in 3D</p>	<p>ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create glow in the dark jelly fish made with paper plates and ribbon. 	<ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to make a glow in the dark jelly fish; • Learners create a glow in the dark jelly fish with paper plates and ribbon. 
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create glowing pasta necklaces. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to make a glow in the dark necklace using pasta. • Learners create a glow in the dark pasta necklace. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to make salt clay ornaments.

VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create salt clay ornaments. 	<ul style="list-style-type: none"> • Learners create and decorate a salt clay ornament. 
	Create in 2D	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a pattern with bubble wrap stomp painting. 	<p>Grade R with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to make a pattern with bubble wrap stomp painting. • Learners create a pattern with bubble wrap stomp painting. • Teacher covers the learner's feet with bubble wrap. • Learners step in paint and with their feet full of paint, they create a pattern on a big sheet of white paper. 

VISUAL ARTS		Grade R with differentiation: Term 4	
		<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create patterns with roller pins and bubble wrap. 	<p>Grade R with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to paint with a roller pin and paint. • Learners create a pattern with a rolling pin and paint. • Learners cover a roller pin with paint. • Learners put a white paper on top of the bubble wrap. • Learners roll over the paper with the roller pin to create a pattern. 
		<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Show spontaneity and a creative attitude in art activities. • Create a shape with bubble wrap and paint. 	<p>Grade R with differentiation: Third Year</p> <ul style="list-style-type: none"> • Teacher revises rainbow colours. • Teacher demonstrates how to make a shape using bubble wrap and paint. • Learners create a shape using bubble wrap and paint. • Learners cut out a shape on bubble wrap. • Learners paint different colours on the shape. 

VISUAL ARTS		Grade R with differentiation: Term 4	
			<ul style="list-style-type: none"> Learners must identify the colours.

FORMAL ASSESSMENT TASK: GRADE R DIFFERENTIATED

GRADE R WITH DIFFERENTIATION: TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts (Warm up and Play) activities (first year)
 - Two Performing Arts (Warm up and Play) activities (second year) and
 - Two Performing Arts (Warm up and Play) activities (third year)and report on 2 different assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade R with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

PERFORMING ARTS

Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run, leap and gallop;
 - Non-loco motor movements such as reach, bend and rise
- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.

- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Push** a big box, cart or article filled with equipment/toys.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands
- **Screw** and **unscrew** lids of different sizes bottles and/or **match** lids with bottles
- **Sort** blue/red/yellow objects/ beads etc
- **Hit , kick, throw or push** balloon, empty onion bag, soft ball or beanbag.
- **Blow** bubbles and/or step on bubbles.
- **Imitate** animal by movement or sound
- **Participate** in fine motor activities/hand eye coordination
- **Participate** in midline crossing exercises
- **Participate** in balance exercises
- **Participate** in outside water play.
- **Participate** in exercises to develop spatial awareness.
- **Participate** in laterality exercises.
- **Respond** to cognitive stimulation.
- **Demonstrate** physical and motor activities.
- **Develop** sensory exploration.
- **Identify** different textures.
- **Identify** different odours
- **Identify** different flavours

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks
- **Create** a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.

Create in 3D

Assess two assessment goals in each during each term

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Build** a 3D art work using wooden blocks, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe

cleaners, paper bags or card board boxes.

- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

Creative Art

Grade 1 with differentiation: Term 1

The instruction time for Grade 1 Performing Arts and Visual Arts is 3,5 hours per 5 day week.
Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 1 with differentiation: Term 1	
Content <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.• Express moods and ideas through movement and songs.• Extend and refine gross motor skills.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing together with the music and dance to the music.• Participate in activities to develop gross motor skills..• Follow a warm up ritual that develops co-ordination and control• Use the voice, gesture and body shape to express feelings and thoughts.• Explore the use of expressive mime to convey ideas and feelings.	<ul style="list-style-type: none">• Sing songs found in the immediate environment.• Participate in exercises to develop eye-foot co-ordination• Sing songs and makes music to express a variety of ideas, feelings and moods.• Extend and refine fine motor skills.• Reinforce hand eye coordination e.g. throw a beanbag through a hoop.• Participate in exercises to develop fine motor skills.• Extend and improve balance.• Improve midline- crossing.• Participate in physical development activities..• Participate in activities to develop eye-hand coordination.• Participate in activities to develop fine motor coordination.•

PERFORMING ARTS	
Grade 1 with differentiation: Term 1	
Grade 1 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learners run around on the playground and touch various objects such as the jungle gym, sandpit, tree, and grass to experience different textures. Learners play with different sizes and colours containers in water. Learners play on drums and create a rhythm pattern with the names of the learners in the class. Learners learn a rhyme about school and create a clapping game. <p>Example of clapping game:</p> <p>"I won't go to school any more more more</p> <p>There's a big fat teacher at the door door door</p> <p>She took me by the collar and let me pay a dollar</p> <p>I won't go to school any more more more</p> <p>Week 2</p> <ul style="list-style-type: none"> Learners hop on the spot on one leg. Change legs and hop again. Learners pick up a beanbag with their toes. Learners throw the beanbag towards a target. Repeat several times. Learners revise the school anthem and sing it. Learners mime different sport activities that is taking place at the 	<ul style="list-style-type: none"> Learners click their fingers with arms straight in front, out to the sides and above their heads. Learners walk sideways on a plank Learners stand with their eyes closed first on the left and then on the right leg. Learners jump on the right or left leg. Learners role play a situation to show a specific talent they have. Learners play $\frac{3}{4}$ rhythm on drums and practise to play different tempos. <p>Week 6</p> <ul style="list-style-type: none"> Learners lie on their stomachs and roll 4 times to the right and 4 times to the left. When the whistle blows they jump to their feet. Learners rotate their ankles, wrists, shoulders and elbows. Learners jump with both feet to the left/right. Learners jump only on left / right leg. Repeat several times. Learners learn and sing a song about emotions for example "If you're happy and you know it clap your hands". Learners use facial expressions to show emotions. <p>Week 7</p> <ul style="list-style-type: none"> Learners make a big circle. They run clockwise and change direction on sound of whistle. Learner dribble and kick a ball to a classmate. Classmate rolls it

PERFORMING ARTS**Grade 1 with differentiation: Term 1**

beginning of the school year.

Week 3

- Teacher gives instructions. Walk sideways/backwards. Can you walk with smaller / bigger strides?
- Learners must try not to touch each other.
- Learners play with different colour and sizes containers in water
- Learners throw water from one container to another.
- Learners mime different class rules.
- Learners sing and dance action songs.

Week 4

- Run in circles and change direction when whistle blows
- Learners throw a beanbag through a hoop held by another learner
- Learners clap hands and/or stamp feet in a specific rhythm.
- Learners mime situations to show how one person differs from another for example one is running and the other is in a wheelchair.

Week 5

- Learners make big arm circles five times forwards and five times backwards.

back.

- Learners do a role play about how to handle situations and emotions that it part of the situation for example happy when you get a new pet.
- Learners create a movement sentence depicting happiness.

Week 8

- Learners shake their fingers and feet and roll their shoulders forwards and backwards.
- Learners rotate their joints, ankles, wrists, shoulders and elbows.
- Learners sort different kinds of macaroni in containers.
- Learners sing a song about colours and use movement to depict different colours.
- Learners use drums to play different rhythms with music.

Week 9

- Learners jog on the spot.
- Teacher divides class in 2 groups.
- Group 1 throw the cones and try to knock them over.
- Group 2 throw the balls through a hoop held by another learner.
- Learners bend down and grip their ankles .They try to walk as fast as possible around a ball without falling forward.
- Learners paint their hands different colours and do an action song using their hands with the primary and secondary colours.

PERFORMING ARTS	
Grade 1 with differentiation: Term 1	
Grade 1 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Teacher draws hop scotch on ground with chalk. Learners take turns to finish the hop scotch track. Learners lift hoop from ground climb through it. Walk on hoop on ground. Roll hoop. Learners sing and perform an action song about the school. Teacher plays a CD while learners play on drums : First 2/2 and then 4/4 and count while doing <p>Week 2</p> <ul style="list-style-type: none"> Learners run/walk/gallop through cones. Repeat with feet together. Learners sit on chairs and roll ball to each other with feet Learners mime different jobs at school for example teacher, principal, school nurse. Learners revise the National Anthem and sing the National Anthem. <p>Week 3</p> <ul style="list-style-type: none"> Learners crawl through cones. Learners dribble a ball through cones. Learners jump with left/right leg in and out hoop. Learners crawl through hoop without hands helping. Learners turn hoop around arm, hand or foot. Learners role play helping a new learner on his/her first day at a 	<p>Week 6</p> <ul style="list-style-type: none"> Learners run and throw a beanbag in the air and catch it. Learners throw a beanbag through left or right leg and catch it with both hands or only with right or left hand. Learners throw beanbags at a target. Use baskets of various heights and size. Learners learn and perform a rhyme about emotions. Teacher plays happy and sad music while learners create a dance on the music. <p>Week 7</p> <ul style="list-style-type: none"> Teacher puts a newspaper in front of learners. Learners stand behind the newspaper and jog fast/slow with big/small steps. Learners crunch the newspaper and throw it to each other. Learners straighten the newspaper and crunch it again. Learners throw the newspaper ball to each other. Learners pick up objects like beans, macaroni or buttons with clothes peg or tweezer. Learners dramatise a situation where emotions is involved for example a favourite toy is broken or a dog ran away. Teacher plays happy and sad songs and learners do body percussion.

PERFORMING ARTS**Grade 1 with differentiation: Term 1**

new school.

- Learners learn and perform a welcome song to the new learners and teachers at school.

Week 4

- Teacher plays march music .
- Learners march with a stick in their hands .
- Learners hold the stick with both hands in front above their head.
- Learners spin different sizes of tops with their fingers.
- Learners learn a new rhyme or song and performs actions on the rhyme or song.
- Learners dramatise positive qualities in themselves.

Week 5



- Learners jog on the spot.
- Learners lie on their backs. Learners hold their knees and make themselves in a small bundle.
- Learners stretch out as far as they can .
- Learners cycle with their legs in the air.
- Learners make big circles with arms and a scarf in dominant hand. Learners lie down and put the scarf between their toes and make big circles. Learners alternate arms and feet.
- Learners learn and perform a rhyme about a special person.
- Learners revise and perform an action song.



Week 8



- Learners move to the rhythm of music using all body parts. Now learners clap the rhythm with any body part.
- .Learners tear newspapers in strips. Learners pick up the strips with their toes.
- Learners choose one colour and mime different situations where the colour is used for example blue for swimming in the sea or yellow for summer and the sun.

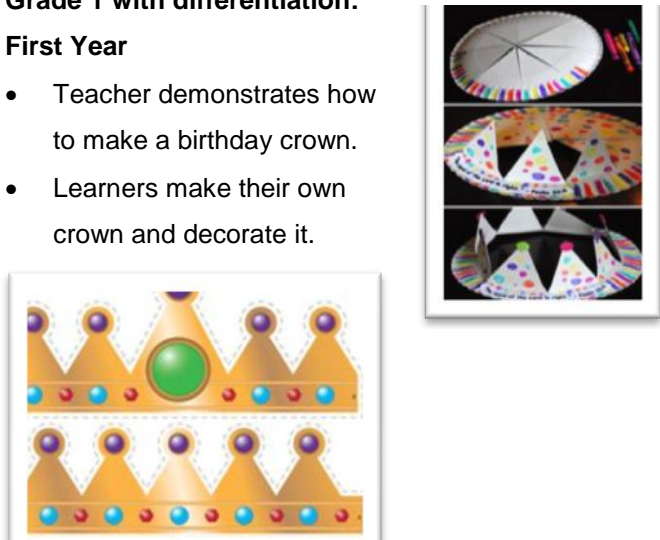

Week 9




- Learners run around until the whistle blows.
- Learners hit inflated balloons with sponge sticks to keep them in the air
- Learners clutch soft ball between their knees.
- Learners move their legs/bodies to and fro.
- Learners shut one eye and then other eye and repeat. Learners shut both eyes and repeat.
- Learners dress up with primary and secondary t-shirts and create a little dance showing the primary and secondary colours.

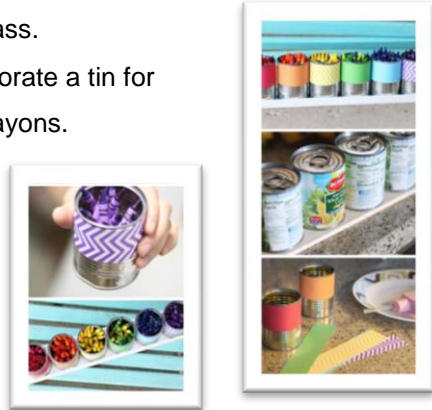

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Me and my school Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a book cover or place mat. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher hands out paper and wax crayons. • Learners draw a crayon from a template, choose their own colour and decorate the crayon with a picture of themselves. • Learners draw activities they like to do on the crayon. • Learners decorate the paper and use it as a book cover or place mat. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a school bus with ice cream sticks. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a school bus with ice cream sticks. • Learners create a school bus with ice cream sticks. • Learners paint the sticks. • Learners add wheels. 




VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a school building with different sizes boxes 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to build a school building with different sizes boxes. • Learners are divided in groups of three learners and build a school building with different sizes boxes. • Learners use a sponge to paint their building 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a photo frame from ice cream sticks. • Learners make their own photo frame from ice cream sticks. • Learners paint and decorate ice cream sticks. • Learners draw a picture of themselves or use the first day of school pictures to put into the photo frame. 



VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
2	VISUAL ARTS Me and my school Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a pattern with Lego blocks and paint. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to paint with Lego blocks. • Learners dip Lego blocks in paint to create a pattern on white paper. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a birthday card with hand prints. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to create a birthday card with handprints. • Learners create a birthday card with hand prints. 


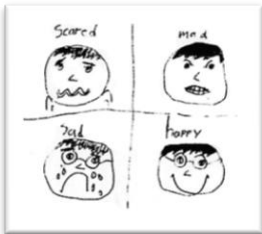

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make and decorate birthday crown. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a birthday crown. • Learners make their own crown and decorate it. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make and decorate a School building. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teachers shows pictures of different School houses made with different materials. • Teacher demonstrates how to build a School building with a brown paper bag. • Learners create their own School buildings and decorate it. 
3	VISUAL ARTS Me and my school	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	Grade 1 with differentiation: First Year




VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1				
	Create in 2D	<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a picture with paint and a big brush. 	<ul style="list-style-type: none"> • Teacher demonstrates how to paint with watercolour and a big brush. • Learners paint freely with a big brush on a big paper or newspaper. 	
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a mystery picture with soap and watercolour paint. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make a mystery picture with soap and watercolour. • Learners draw a mystery picture of themselves with a piece of soap. • Learners paint over the soap picture with thin watercolour paint and the mystery picture will appear. 	 



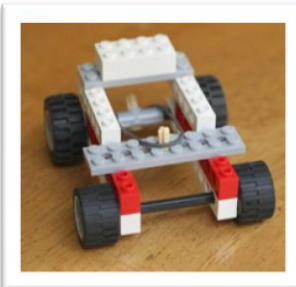
VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Decorate a tin for storage of crayons. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to decorate a tin to store crayons in class. • Learners decorate a tin for storage of crayons. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a pencil case using duck tape. • Learners use different colours and patterns of duct tape to make a pencil case. 
4	VISUAL ARTS Everybody is special (me too)	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Learners colour and cut out the picture of body parts.



VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 2D	<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a picture with cut out body parts 	<ul style="list-style-type: none"> • Learners attach body parts with pins in the correct position to create a picture. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a dressed up photo. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to draw or add accessories on a photo. • Teacher shows examples of dressed-up photos. • Learners take a photo of themselves and add or draw some accessories. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a model out of polymer clay and paint it. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises the difference between learners and how special everybody is. • Teacher shows photos and examples of images of people made with polymer clay. • Teacher demonstrates how to make a person out of polymer clay. 



VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
			<ul style="list-style-type: none"> Learners create a model out of polymer clay of themselves and paint it.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a model out of polymer clay and paint it. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Teacher revises the difference between learners and how special everybody is. Teacher shows photos and examples of images of people made with polymer clay. Teacher demonstrates how to make a person out of polymer clay. Learners create a group of people out of polymer clay to show how everybody is different and paint it. 
5	VISUAL ARTS Everybody is special (me too) Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a mask with a specific emotion. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Teacher revises emotions. Teacher demonstrates how to make a mask. Learners draw a picture with a specific emotion to create a mask. 




VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a poster with faces indicating different emotions. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises emotions. • Learners cut out faces from magazines with different emotions and paste it on a big paper or they draw 4 faces with different emotions.  
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Paint on stones. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises positive qualities in a person. • Teacher demonstrates how to paint on stones. • Learners paint stones and write a positive quality of his/her friend on the stone. • Learners give the stone to a special friend. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the qualities of a good friend.




VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a friendship bracelet using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make an easy friendship bracelet. • Learners create their own friendship bracelet using recycled materials. 
6	VISUAL ARTS Me and my emotions Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create emotion cards. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make emotion flashcards. • Learners make their own emotion flashcards that can be used to show their own emotions. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Make an emotion wheel. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a emotion wheel. • Learners make an emotion wheel or a mood meter. 




VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an easy construction with Lego blocks. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrate how to build a house with lego blocks. • Learners build a house or any other easy construction with Lego blocks. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a car or any object with wheels with Lego blocks. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to build a car or object with wheels using Lego blocks.   <ul style="list-style-type: none"> • Learners build a more advance object with wheels e.g. a car with Lego blocks.

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
7	VISUAL ARTS Me and my emotions Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create patterns with paint decoupage and toothpicks. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to paint on card board using decoupage and paint. • Learners spread decoupage and paint on a thick card board. • Learners mix it and create patterns with a toothpick 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a painting with leaves, cloth, sponge, rope etc attached to pegs. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrate how to paint pictures using different materials. • Learners create patterns or paint a picture with leaves, cloth, sponge, rope etc attached to pegs 

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create polymer clay face showing emotions. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrate how to make faces showing emotions using polymer clay. • Learners create their own polymer clay face showing emotions. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a fridge magnet with polymer clay. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a fridge magnet with polymer clay, showing emotions. • Learners make their own fridge magnet using polymer clay, showing emotions. 
8	VISUAL ARTS Colours around us: Primary and	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 1 with differentiation: First Year

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
	Secondary colours Create in 2D	<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create carrots with footprints using primary and secondary colours. 	<ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners create a picture of carrots with footprints using primary and secondary colours. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a picture of a duck with footprints using primary and secondary colours. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners create a picture of a duck with footprints using primary and secondary colours. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a mirror with primary colours. 

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities • Create a mirror with primary colours. 	<ul style="list-style-type: none"> • Learners make their own mirrors using primary colours.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a beaded bracelet using primary colours. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrate how to make an easy bracelet using glass beads. • Learners create their own bracelet with glass beads using only primary colours. 
9	VISUAL ARTS Colours around us: Primary and Secondary colours Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture with paint and different objects. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours  
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Learners use paint and spread it over a paper. While it is still wet they use different objects to create patterns. They can use brushes, combs, steel, wool etc.

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create patterns with paint and corn. 	<ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners create patterns with paint and corn. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a bracelet or necklace with plastic circles. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a bracelet or necklace using plastic circles. • Learners make a bracelet or necklace with plastic circles using only primary or secondary colours. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a glass mobile. • Learners make a glass mobile 

VISUAL ARTS – GRADE 1 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a glass mobile. 	using primary or secondary colours.
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

Creative Art

Grade 1 with differentiation: Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1 with differentiation: Term 2	
Content <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.• Express moods and ideas through movement and songs.• Extend and refine gross motor skills.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing together with the music and dance to the music.• Follow a warm up ritual that develops co-ordination and control• Use the voice, gesture and body shape to express feelings and thoughts.• Explore the use of expressive mime to convey ideas and feelings.• Sing songs found in the immediate environment.• Participate in exercises to develop eye-foot co-ordination	<ul style="list-style-type: none">○ Loco motor movements such as walk, run leap and gallop;○ Non-loco motor movements such as reach, bend, rise. <ul style="list-style-type: none">• Demonstrate the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Participate in exercises to develop spatial awareness.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Participate in midline –crossing activities.• Sing songs, rounds and response songs in a choir to warm up the voice• Sing and hum to warm up the voice.• Follow a warm up ritual to accompany physical warm up using action songs.• Performs simple teacher-directed relaxation and breathing exercises when warming up and cooling down.• Explore the shape, weight and feel of words and sounds in creative drama games.

PERFORMING ARTS Grade 1 with differentiation: Term 2	
<ul style="list-style-type: none"> • Sing songs and makes music to express a variety of ideas, feelings and moods. • Extend and refine fine motor skills. • Reinforce hand eye coordination. • Participate in exercises to develop fine motor skills. • Extend and improve balance. • Improve midline- crossing. • Participate in physical development activities.. • Participate in activities to develop eye-hand coordination. • Participate in activities to develop fine motor coordination. • Build own movement vocabulary using: 	<ul style="list-style-type: none"> • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Use the voice and body imaginatively in drama exercises and games. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style.
Grade 1 with differentiation: First Year Activities, techniques, notes, etc.	
Week 1 <ul style="list-style-type: none"> • Learners do loco motor movements: walking, skipping, running, forward and backward. • Learners walk forward on a beam laid on the ground. Walk backward, bend down slowly, touch the ground and rise again. <p>Loco motor Movements - These are movements where the body travels through space from one location to another. Loco motor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p>	Week 5 (continue) Different drama games <ul style="list-style-type: none"> • Character games are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character. • Concentration games have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g.

PERFORMING ARTS

Grade 1 with differentiation: Term 2

Even Rhythm:

Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.

Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.

Hop - The hop requires a push-off from one foot and landing on the same foot.

Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.

Uneven Rhythm:

Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).

Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).

Slide - Is similar to a gallop performed with the right or left foot leading.

when you want to bring wandering minds to a particular focus or a specific task.

Energy Games. The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness. **Getting to know the group games.** For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment.

- **Group cohesion games.** When a group cohesion is strong you can achieve amazing things in the classroom.
- **Improvisation games** will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this.
- **Listening Games.** The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help.
- **Plot games** can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring,

PERFORMING ARTS

Grade 1 with differentiation: Term 2

The rhythm is uneven.

Week 2

- Learners do non loco motor movements: bending knees and shoulders. Circle wrists.
- Learners walk on a line/ walk on footprints. Forward and backward.
- Learners mime cleaning different rooms in the home and the rest of the learners must recognise and name the different rooms in the home.
- Learners learn a new song about a home and sing it together.

Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.

Swing - a pendular motion of a body part that can move forward and backward or side to side.

Twist - a partial rotation of body parts around an axis

Turn - a full rotation of the body around a vertical or horizontal axis.

Full, half or quarter turns

Shake - a short quick vibrating movement in a body part or the whole body.

Bend - a flex of a body part at a joint

Stretch - extending a body part or the whole body

alternate endings, settings.

- **Trust games** are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.
- **Voice games.** The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression.

Week 6

- Learners must make big arm circles backward then forward. Learners then make small arm circles backwards then forwards
- Learners stand in a row. Hold a hoop upright, place a ball a metre or so away from the hoop. The learners crawl through the hoop and jump over the ball and then go and stand at the back of the row.
- Learners do body percussion with music.
- Learners mime situations that is dangerous for their health for example wearing too warm clothes in summer or sneezing without a handkerchief.

Definition of Body percussion:

Body percussion is used extensively in music education, because of its

PERFORMING ARTS

Grade 1 with differentiation: Term 2

Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.

Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway.

Week 3

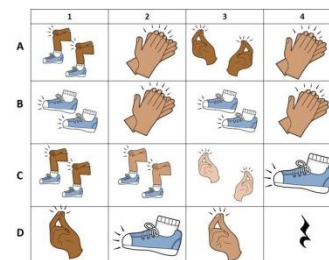
- Learners stand with their feet slightly open. Learners swing both arms in circles in front of the body and then circles to the side of the body.
- Teacher hangs tennis balls from strings in a tree. Learners hit the balls with non - dominant hand. Try to cross the midline.
- Learners dramatise dangerous situations at home.
- Learners make a song or a dance using the emergency numbers for example 10111 for the police

Week 4

- Learners lie on their backs. Learners lift up left leg as straight as possible. Then right leg. Repeat a few times.
- Learners do sit ups to a half sitting position with hands on their knees.
- Learners sit in a circle and pass a sponge ball to one another. Learners now pass the ball clockwise to the next learner and must use the right hand to pass the ball to the learner at the left. They can also pass the ball anticlockwise by using the left hand.
- Learners warm up the voice: use songs, sing vowels, rhymes and

accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as [beat](#), [rhythm](#), and [metre](#) and helps a student internalise rhythmic skills.

Example of body percussion:



Week 7

- Learners take part in stretch exercises.
- Learners stretch their arms to the sky. Reach forward then reach behind. Stretch arms and legs to the side. Stretch their tongues.
- Learners stand on left or right leg.
- Learners close their eyes and clap their hands or click their fingers.
- Learners mime yes and no situations.
- Learners do action songs.

Week 8

- Learners walk on tip toes to the playing area.
- Teacher blows a whistle, learners stamp their feet, take giant steps and gallop back.
- Learners screw different sizes nuts into different sizes bolts.
- Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). Learners say

PERFORMING ARTS Grade 1 with differentiation: Term 2	
<p>tongue twisters</p> <ul style="list-style-type: none"> Learners sing songs use unison, rounds, and call and response. Learners mime one of their family members while the rest of the class name the family member. <p>Week 5</p> <ul style="list-style-type: none"> Learners jump 3 steps to the left and hop 4 steps to the right. Learners crawl forward and backward. Learners jump on one leg. Learners play “piano” on the floor. First with one hand then with another one, then try to play with hands crossed Learners lie down on their backs. Learners do cycling movements. Learners learn a song about family members and sing it. Learners portray the characteristics of family members using creative drama games. <p>Drama games: Definition</p> <p>Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.</p>	<p>their names with an appropriate rhythm based on the syllables of the name.</p> <ul style="list-style-type: none"> Learners do concentration and listening games Learners learn and sing a song about colours. <p>Week 9</p> <ul style="list-style-type: none"> Learners walk in different directions, first slowly like a stick animal, When the whistle blows, learners walk faster and when the whistle blows again, learners run and fly like a bird. Teacher lays a rope in a zig-zag on the floor. Learners walk to and fro on the rope. Teacher makes the pattern more difficult and learners walk with a bean bag on their heads on the rope. Learners do a little play using different colour t-shirts. Each colour t-shirts represents a different animal. Learners must sing a song or do a poem about the animal.
Grade 1 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1	Week 6

PERFORMING ARTS

Grade 1 with differentiation: Term 2

- Learners revise the eight loco motor movements.
- Teacher gives instructions to skip, gallop and slide. Learners follow the instructions.
- Learners march on beat of music: lift knees up high; march slow/fast; march with straight legs slow/fast.
- Learners pick up marbles with toes. Learners throw the marbles towards a target. Learners repeat it several times.

Week 2

- Teachers revises loco motor and non-loco motor movements.
- Learners jog on the spot.
- Learners stretch and swing arms.
- Learners run/gallop /hop and stretch and swing arms.
- Learners lie on their backs and stretch their arms straight above their heads.
- Teacher puts arrows against wall. Arrows point up, down and to the left and right. Learners have to indicate the direction with their hands and name it.
- Teacher gives instructions like stand in front/behind/on your table. Lie under the chair.
- Group activity : Teacher divides learners into two groups. Each group has parents and children living in a house.
- Learners dramatise cleaning the house by getting different chores from their mother and father for example do the dishes, mow the lawn.

- Learners jog on spot. Learners stand still.
- Teacher gives them exercises to move only one half of body while keeping the other half immobile.
- Learners walk/run with beanbag on head between two points. Repeat exercise with ball in one hand.
- Learners do rhythm patterns using drums.
- Learners sing an action song about road safety .

Definition of rhythm pattern:

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	STRONG-weak-weak-weak

Week 7

- Learners run freely while the teacher plays on the tambourine.
- Learners stop when the tambourine stops.
- Each learner gets a soft, small ball. Learners hold the ball in one

PERFORMING ARTS**Grade 1 with differentiation: Term 2**

- Learners sing songs in unison.

Week 3

- Learners jog on the spot.
- Learners put a bat/book/soft little ball between their knees. Learners walk/run/jump with the object between their knees.
- Teacher divides learners in 4 groups. The learner in front has a beanbag in his/her hand. He /she passes it over head to the learner behind, next under the legs, over the head. The fourth learner runs to the front. Repeat until the first learner is in front again.
- Learners dramatise solutions for dangerous situations at home for example when a fire breaks out – phone the emergency number, call the neighbours etc.
- Learners do action songs with music.

Week 4

- Learners hop/skip to the beat of the tambourine/bells.
- Learners walk like their family members e.g. walk like granny, crawl like their baby sister, hop like their brother.
- Learners throw a beanbag in the air. Learners catch it with one hand then with both hands. Learners throw beanbag in the air, turn around then catch it with both hands and then with one hand.
- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time

hand. Learners do rhythmic swings and stretches crossing the midline. Learner is out when the ball falls.

- Learners jump over the ball 3 times. Walk around the ball 5 times. Hop behind the ball.
- Learners dramatise a yes and no situation with solutions.
- Learners do short rhythmic patterns using body percussion.

Week 8

- Learners lie on the grass. ., hands at their side.
- Learners roll to the left roll to the right.
- Learners lie on their backs, arms stretched above heads, hold a ball or beanbag in their hands.
- Teacher gives instructions that involve using one side of the body only.
- Learners lift their left leg. Lift the ball with their right hand. Wiggles the fingers of their one hand then the other hand.
- Learners screw different sizes nuts into different sizes bolts.
- Learners learn a poem about colours and dramatise the poem.
- Learners play different rhythms and tempos on drums

Week 9

- Teacher creates an obstacle course by placing 7 beanbags in a row some distance apart then a hoop , then another beanbags then another hoop. Learners hop on one leg between beanbags and on both feet into the hoop. Vary the exercises and repeat.

PERFORMING ARTS**Grade 1 with differentiation: Term 2**


- Learners do voice warm up, use humming
- Learners do action songs to accompany physical warm-up.
- Learners do warm up: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc
- Learners dramatise a situation where love and respect for family members are shown for example make tea for their mother etc.



Week 5



- Learners jog on the spot.
- Learners do jumping jacks. Rotate. Arms open. Legs closed
- Learners tie knots in ropes or material. Loosen it again.
- Learners participate in a simple dance showing the difference between dances of different eras for examples dances that grandparents, parents and children dance.




- Learners stand with legs apart in 2 long rows. The learner at the front crawls through between everybody's legs and stand at the back of the row. Learners continue in this way so that everyone gets a chance.
- Learners create a dance drama about the rainbow nation.
- Each learner paint his/her hands a different colour.
- Learners sing songs and perform a dance representing the different cultures of South Africa.


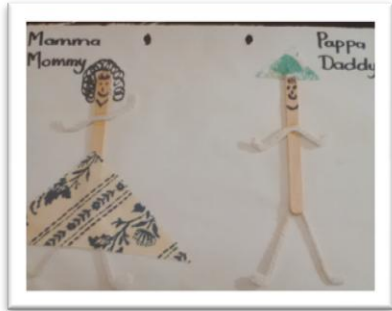
Grade 1 with differentiation: Term 2




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Me at Home Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Identify different textures. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher blindfold the learners. • Learners identify different textures :soft/hard, smooth/rough etc. • Learners cut out different shapes with coloured paper and paste it on one half of a page to make different houses. • Learners finish the picture by drawing the reflection on the bottom of the picture. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture with buttons. • Identify different tones and sounds. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher blindfold learners. Learners identify different tones and sounds: high/low, soft/loud etc. • Learners colour a picture of a house at the bottom of a page. • Learners paste different colours of buttons on the top of the page to create a hot air balloon. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create ginger bread houses with brown paper bags. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make a house using a brown paper bag. • Learners make and decorate a ginger bread house using a brown paper bag 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a house using recycled bags. • Learners make and decorate their own houses using recycled material. 
2	VISUAL ARTS Me at Home Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Paint a picture with edible finger paint using handprints. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher use recipe to make edible finger paint. • Learners make a picture with edible finger paint and handprints. Edible Finger Paints <p>4 tablespoons of sugar 1/2 cup of corn flour 3 cups cold water Food colouring</p> <p>Stir sugar and corn flour together. While stirring, slowly add water and heat over medium heat until mixture thickens. It will thicken further when it cools. Divide into four containers and add food colouring.</p> 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher makes edible finger paint.



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of flowers with edible finger paint. 	<ul style="list-style-type: none"> • Learners use edible finger paint to create a picture of flowers. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create and decorate a house using small rocks and/or stones. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make and decorate a house using small rocks and/or stones. • Learners create and decorate their own house using small rocks and/or stones. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make and decorate a house using a small jar. • Learners create and decorate a house using a small jar. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Create and decorate a house using a small jar. 	
3	VISUAL ARTS Me at Home Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a family member. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different homes. • Teacher demonstrates how to make a shoe home with felt. • Learners create their own shoe home with felt and create a family from felt to live in the shoe home. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of family with ice-cream sticks, pipe cleaners and waste material. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates making a picture of family members using ice cream sticks and waste material. • Learners use ice-cream sticks for the bodies of his/her family, pipe cleaners for arms /legs and waste material cut in shapes for the clothes. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make an easy gingerbread house with crackers and sweets.





VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an easy gingerbread house. 	<ul style="list-style-type: none"> • Learners create their own house with crackers and sweets. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create and decorate a gingerbread house. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make and decorate a gingerbread house using cookies and sweets. • Learners make and decorate their own gingerbread house. 
4	VISUAL ARTS Me and my Family Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a picture of a grandfather using the art or handprinting. • Learners create a picture of a grandfather using the art of handprinting. 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Create handprint art. 	
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a family member, 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates and shows examples of pictures from family members. • Learners colour the picture of grandma. Learners make glasses from pipe cleaners and hair from wool or cotton wool. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a family using clothe pins and scraps of fabric. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a family using clothe pins and small scraps of fabric. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make puppets using match box covers. • Learners create puppets of their family. • Learners take 4 outside covers of match boxes.




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<p>in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create finger puppets of their family using match boxes and recycled materials.. 	<ul style="list-style-type: none"> • Learners paint the covers and use wool, raffia or steel wool to create hair. • Learners draw faces or use waste material and buttons to create faces 
5	VISUAL ARTS Me and my Family Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a family using popsicle sticks. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a family using popsicle sticks and fabric. • Learners create their own popsicle family and decorate it. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a photo puzzle using popsicle sticks. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a photo puzzle with popsicle sticks. • Learners use a photo of themselves or a family member to make a photo 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
			<p>puzzle.</p> <ul style="list-style-type: none"> Learners make their own photo puzzle using popsicle sticks
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities, Create a pebble family. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Teacher demonstrates how to paint on pebbles or small stones. Teacher demonstrate how to make a pebble family using one pebble for the head and the next pebble for the body. Learners create their own pebble family, paint and decorate it. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a family using clothe pins. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Teacher demonstrates how to make a family using clothe pins and scraps of fabric. Learners create their own family using clothe pins and scraps of fabric. 
6	VISUAL	Grade 1 with differentiation: First Year	Grade 1 with differentiation: First Year



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
	ARTS How to keep myself safe and my body healthy Create in 2D	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. Create a tree with leaves using potato print.	<ul style="list-style-type: none"> • Teacher demonstrates how to do potato print. • Learners draw and paint the trunk of a tree. They use a potato print of a leaf to dip in paint and print it on tree to create the leaves. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a tree with blossoms through finger printing. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to do a picture using finger printing. • Learners create a tree with blossoms. • Teacher gives picture of a tree with empty branches. • Learners dip pointer finger in pink paint and create blossoms on the tree. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a robot. • Learners create a robot. • Learners take black sanding paper and cut out a rectangle. • Learners cut out 3 circles and colour them green,



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<p>express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a robot. 	<p>yellow and red.</p> <ul style="list-style-type: none"> • Learners paste the circles on sanding paper to create a robot. • Learners use an ice-cream stick for the pole. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create road signs using popsicle sticks 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make road signs using popsicle sticks and recycled materials. • Learners create their own road signs using popsicle sticks and recycled materials. 
7	<p>VISUAL ARTS</p> <p>How to keep myself safe and my body healthy</p>	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher  

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
	Create in 2D	<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a pattern with paint and heart stencils. 	<p>demonstrates how to create a pattern using stencils.</p> <ul style="list-style-type: none"> • Learners create a pattern with paint and heart stencils
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Create a pattern with paint and straw blowing.</p>	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to paint with a straw. • Teacher puts some green paint in the middle of paper. • Learners blow through a straw to make a picture with patterns. <div>   </div>
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make a robot using food. • Learners create their own robot using crackers and sweets. <div>  </div>

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make a fire truck using cookies and sweets. • Learners make their own fire truck with cookies and sweets. 
8	<p>VISUAL ARTS</p> <p>Colours have meanings</p> <p>Create in 2D</p>	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a colour wheel umbrella with fingerpring rain. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners create a colour wheel umbrella with fingerprint rain. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners make a colour wheel collage using recycled materials. 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a tug boat with primary/secondary colours 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make and decorate a tug boat using a margarine container.  <ul style="list-style-type: none"> • Learners paint a margarine container with primary/secondary colours and/or decorate with available materials e.g. ribbons, buttons, shells etc.to create a tug boat.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a sequence ball with primary/secondary colours sequence and pins. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to create a sequence ball.  <ul style="list-style-type: none"> • Learners sort sequences according to preference of colours. Put in container. • Learners collect pins in another container. • Advance learners collect beads in another container. • Learners start to put sequence and bead in a pin.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
9	VISUAL ARTS Colours have meanings Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a collage with different colours. 	<ul style="list-style-type: none"> • Learners pin it into a polystyrene ball.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an art project with lines and colours. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners create a sunset using a collage of different colours. • Learners draw a silhouette on black paper and paste it on the sunset collage. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Learners do an art project with colours and lines. • Learners cut it up and glue back on paper in a different arrangement. 
		Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a windmill. • Learners colour a square paper.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 2			
		<p>in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a windmill 	<ul style="list-style-type: none"> • Learners fold the paper square into 2 triangles of the same size. Fold once more. Open the paper. Cut on the folds until 1 finger from the centre. Fold to the straw/stick with a pin. When the learners blow onto the wings or runs with the windmill. The wings will turn. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Create a hat with paper folding and paint. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to fold a hat. • Learners create a hat. • Learners fold A3 paper in half. Paint 3 colours of paint only on the one half of paper. Fold clean half over painted half and rub. Let it dry. • Fold paper in half. Paint on outside. On closed end get the middle and fold 2 triangles toward each other. Fold remaining part up. 
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

Creative Art

Grade 1 with differentiation: Term 3

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1 with differentiation: Term 3	
Content <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.• Express moods and ideas through movement and songs.• Extend and refine gross motor skills.• Follow a warm up ritual that develops co-ordination and control• Develop midline-crossing with swinging and stretching• Participate in exercises to develop eye-hand coordination• Build own movement vocabulary using:<ul style="list-style-type: none">○ Loco motor movements such as walk, run leap and gallop;○ Non-loco motor movements such as reach, bend, rise.• Demonstrate the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.	<ul style="list-style-type: none">• Explore the use of expressive mime to convey ideas and feelings.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing together with the music and dance to the music.• Participate in exercises to develop eye foot coordination.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Explore the shape, weight and feel of words and sounds in creative drama games.• Use voice and movement spontaneously when playing creative drama games.• Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.• Use the voice and body imaginatively in drama exercises and games.• Sing songs and makes music to express a variety of ideas, feelings and moods.• Reinforce hand-eye coordination.• Participate in exercises to develop fine motor skills.• Participate in exercises to develop balance.

PERFORMING ARTS Grade 1 with differentiation: Term 3	
<ul style="list-style-type: none"> • Use the voice, gesture and body shape to express feelings and thoughts. • Sing songs found in the immediate environment. • Extend and refine fine motor skills. • Participate in exercises to develop spatial awareness. 	<ul style="list-style-type: none"> • Extend and improve balance. • Participate in exercises to stimulate cognitive development • Participate in exercises to develop midline crossing. • Participate in exercises of eye movement that crosses the midline.
Grade 1 with differentiation: First Year Activities, techniques, notes, etc.	
<p>Week 1</p> <ul style="list-style-type: none"> • Learners ride on school bicycles (3 wheel bicycles). • Learners lie on their backs and move one leg and arm to touch the ground on the opposite side of the leg and arm that is moving. Repeat few times <p>Week 2</p> <ul style="list-style-type: none"> • Learners discover space by running as low as they can to opposite wall. • Learners walk back making themselves as tall as they can. • Learners sort very small beads according to colour using their dominant hand. • Learners learn and sing a song about brushing their teeth while doing the actions with the song. • Learners dramatise a healthy habit. <p>Week 3</p> <ul style="list-style-type: none"> • Teacher walks in front of the learners with a beanbag on her head while the learners follow. 	<ul style="list-style-type: none"> • Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters • Learners sing songs use unison, rounds, and call and response. • Learners play creative name games. • Learners mime different weather conditions <p>Week 6</p> <ul style="list-style-type: none"> • Learners stand next to each other and sing any African song with or without music. • Learners stamp their feet, clap their hands on both sides of their raised feet and kick in the air with their legs. • Learners cut on lines drawn on a paper – straight and curved. • Learners learn and perform a song about fruit. • Learners play a name game using different fruit names. <p>Week 7</p> <ul style="list-style-type: none"> • Learners pretend they are picking some fruit and peeling it. • Pairs of learners roll balls to each other without bumping in other. • Learners take a fruit out of a basket and mime the fruit for the other

PERFORMING ARTS**Grade 1 with differentiation: Term 3**

- Teacher blows a whistle – learners change the position of the beanbag for example on their shoulder.
- Learners create their own movements to music to improve physical development.
- Teacher plays music. Learners do their own movements on the beat.
- Learners change movements when the music stops and starts again.
- Learners mime the growth of a plant, from a seed to a big plant or tree.

Week 4

- Learners are big trees moving fast and slowly in the wind.
- Learners use a large soft ball to practise catching, hitting, bouncing and kicking.
- Learners do body percussion with music.
- Learners use a story about a plant or flower and dramatise the story.

Week 5

- Learners march to a given point and skip back.
- Learners jump, and leap over hurdles, cones and rods,
- Learners repeat the activity on the beat of music.

learners. Learners can use masks and a specific colour clothes to help the other learners guessing the specific fruit.

- Learners create their own song with the names of fruit. Learners can use a known song and just add the lyrics.

Week 8

- Teacher uses a soft ball in a stocking. Teacher ties it safely in a tree or somewhere else for children to practise hitting the balls with their hands.
- Teacher places carpet squares, strings streamers, tape or rope on the floor in different patterns. Learners must move along them in a variety of ways.
- Learners learn a poem about vegetables and perform it.
- Learners use body percussion to keep a steady beat while listening to music.
- Learners play a name game, clapping the names of different vegetables.

Week 9

- Learners stand in own space and jump up and down.
- Learners dribble balls from the one side to the other.
- Each learner get a beanbag. Teacher gives instructions containing stretches/swings/curls that cross the midline while they handle the beanbag.
- Learners put the beanbag high in the air, put it slowly on right/left

PERFORMING ARTS Grade 1 with differentiation: Term 3	
	<p>foot without bending the knees.</p> <ul style="list-style-type: none"> Learners mime a little story about vegetables in a vegetable garden. Learners use masks and different colours t-shirts to explain which vegetable they represent in the story.
Grade 1 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learners bounce a ball inside the hoop, outside the hoop, around the hoop. Learners bounce it once inside and once outside the hoop. Learners bounce a ball with both hands, bounce on their left/right. Learners bounce a ball with one hand. Learners bounce a ball against the wall. <p>Week 2</p> <ul style="list-style-type: none"> Learners clap the rhythm of song. Teacher gives instructions: clap the rhythms of the song with your left/right hand on your left/right knee. Teacher blindfolds the learners. Teacher gives instructions: move 2 steps to the right/ 3steps to the left. Learners learn and perform a rhyme about a healthy habit. Learners dramatise an unhealthy habit and give a solution to the unhealthy habit. 	<p>Week 6</p> <ul style="list-style-type: none"> Learners walk low on the ground when the drum plays and low on their toes when the triangle plays. Teacher plays the drum again. Learners walk in circles. When drum stops learners stand on one leg. Repeat a few times. Learners put both hands flat on the desk. Lift and lower each finger in turn. Start with the thumb. Exercise each hand separately and then both hands together. Learners perform percussion using self made instruments. Learners learn and perform a poem about fruit. <p>Week 7</p> <ul style="list-style-type: none"> Learners jog inside a hoop Learners lift the knees up high, stand on the left leg for one count .Change legs. Run and touch an object. Learners walk sideways on a plank laid on the ground. First to the left then to the right. Learners stand on the plank, lift their one leg then the other. Learners play body percussion concentrating on tempo and beat.

PERFORMING ARTS**Grade 1 with differentiation: Term 3****Week 3**

- Learners jog on the spot and lift their knees up high.
- Learners jump 2 paces forward, 2 paces backwards, 3 paces to the side.
- Learners stand 6 steps from the hoop and dribble the ball gently with the right and then left foot until it touches the hoop.
- Learners learn and perform a song or poem about a plant.
- Learners dramatise looking after a garden and do actions regarding the chores in a garden for example mowing the lawn, planting flowers.

Week 4

- Teacher takes learners outside.
- Learners do a variety of large loco-motor exercises such as skipping, running, crawling and swinging arms.
- Learners hit balloons up in the air with plastic racquet. See for how long he/she can keep the balloon in the air.
- Learners use self made percussion instruments for example tins with seeds in, to play rhythmic games.
- Learners perform a dance about a plant/flower/ tree growing with music. Learners can use a mask to show what plant or flower they represent.

Week 5

- Learners hop rhythmically while teacher beats a drum. When drum

- Learners create a dance using a ribbon or scarf to create patterns while dancing.

Week 8

- Learners run freely in a big or small circle while the tambourine plays. When the tambourine stops the learners stop.
- Teacher combines the movement with fast/faster, slow/slower, high/higher and low/lower.
- Learners discover paper size. Learner lies on big paper. Other learner draws the shape of the body of the learner with thick crayon. Now it is the other learners turn to lie down. Learners colour and decorate the drawn body.
- Learners learn and perform an action song about vegetables.
- Learners mime actions used to work in a vegetable garden.

Week 9


- Learners jog on the spot. Each learner gets a scarf. Learners hold scarves in both hands. They stretch arms to and fro. Grip the scarves with the toes and stretch their legs out and raise them high/lower down to the ground.
- Learners sit in a circle. Learners look at an object the teacher shows them. Learners make a big S- motion that crosses the midline.
- Learners dramatise a story about a vegetable using songs, dance and drama in the drama.


PERFORMING ARTS**Grade 1 with differentiation: Term 3**




stops learners roll on the grass When beat resumed learners hop again. Vary the beat from fast to slow.



- Learners roll marbles to a target. Learners shoot the marbles with their fingers.
- Learners do a dance, focusing on the tempo and beat.
- Learners revise and perform different songs.
- Learners dramatise a story about extreme weather conditions.

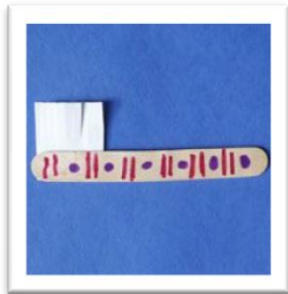

Grade 1 with differentiation: Term 3



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Good basic Healthy Habits Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture with dirty and clean hands. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises healthy habit of clean hands. • Teacher demonstrates how to create a picture with dirty and clean hands. • Learners trace both hands twice and cut it out. • Learners colour or paint it. • Learners paste hands on A3 paper. • Learners draw and colour dirt on 2 hands and draw soap on the other 2 indicating dirty and clean hands. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create germ monsters from different shapes. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises germs. • Teacher demonstrates how to create a germ monster using different shapes. • Learners use different shapes to create a germ monster. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a chef's hat. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises good hygienic practices when working with food. • Teacher demonstrates how to make a chef's hat. • Learners create their own chef's hat. <p>Instructions</p> <ul style="list-style-type: none"> • Cut out a length of white paper, approximately 30cm deep and long enough to fit around the child's head. • Fold over lengthways and join the corners with sticky tape. • Cut straight lines from the fold, stopping 3cm before the edge of the paper. • Join the two ends together with sticky tape to form the hat.



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3				
			<ul style="list-style-type: none"> • Cut out a strip of folded white paper to make a hat band. • Place the band around the outside of your hat and tape it at the back. 	
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises healthy habit of brushing teets regularly. • Teacher demonstrates how to make teeth and a toothbrush using polymer clay. • Learners create “happy” teeth and a toothbrush using polymer clay. 	
2	VISUAL ARTS Good basic Healthy Habits Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises healthy food. • Teacher demonstrates how to make a picture using cut out fruits 	



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Create a picture with cut out fruit and vegetables. 	<p>and vegetables.</p> <ul style="list-style-type: none"> • Learners colour a picture of a fruit. • Learners colour and cut out different fruits and vegetables. • Learners paste the fruit and vegetables on the paper to create a picture.
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises healthy habits regarding teeth. • Teacher demonstrates how to make a happy tooth using paper and an ice cream/popsicle stick. • Learners create their own happy tooth with paper and an ice cream/popsicle stick. • Learners decorate the tooth with eyes and a mouth. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a model of teeth with plaque from carton, egg 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises healthy habits regarding brushing teeth. • Teacher demonstrates how to create a model of teeth with egg holders and carton. • Learners take a carton and paste egg holders 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		holders and green tissue paper.	<p>to create teeth. Green tissue paper can indicate the plaque between the teeth.</p> <ul style="list-style-type: none"> Learners practise on the model to floss their teeth.
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a model of a toothbrush using an ice-cream/popsicle stick and cut paper. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher revises healthy habits regarding brushing teeth. Teacher demonstrates how to make a toothbrush with an ice cream/ popsicle stick and paper. Learners take an ice-cream/ popsicle stick and create patterns on it with paint. Learners take a piece of white paper fold it double and cut in strips to create the brush of toothbrush. Learners paste it on the ice-cream/ popsicle stick. 
3	<p>VISUAL ARTS</p> <p>Plants and Seeds</p> <p>Create in 2D</p>	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> Teacher revises plants and seeds. Teacher revises the parts of a plant. Teacher demonstrates how to make a picture of the parts of a plant using handprints. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Create a picture using handprints. 	<ul style="list-style-type: none"> • Learners create their own picture of the parts of a plant using handprints.
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture with cupcake papers and ice-cream/popsicle sticks. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to create a picture using ice cream/popsicle sticks and paper cupcake holders. • Learners paste 2 ice-cream sticks on a A4 paper. Learners take 2 paper cupcake holders and use it for the flowers. • Learners draw the background and colour the background. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a pot plant holder with a tin and pegs. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to create a pot plant holder with a tin and pegs. • Learners paint the pegs. • Learners create a pot plant holder with a tin and pegs. • Learners can fill the tin with soil and plant a little pot plant in it. 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a pot plant holder using recycled materials. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrate how to make a pot plant holder using recycled materials. • Learners make a pot plant holder using toiletpaper rolls and brown paper. • Learners can plant a little seedling in the holder. 
4	VISUAL ARTS Plants and Seeds Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a flower using cotton buds. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to use cotton buds to make a picture of a flower. • Learners create their own pictures using cotton buds and pipe cleaners. 


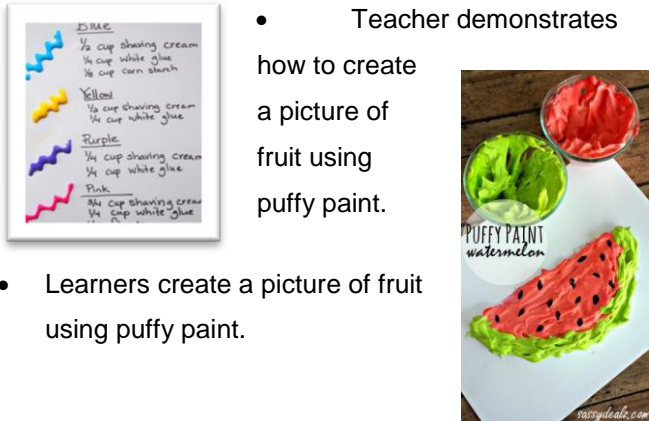
VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture using paint and a fork. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to make a picture of flowers using a fork and paint. • Learners create their own picture of flowers using a fork and paint. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a plant container with plants from recycled material. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to make a plant holder using recycled materials. • Learners create a plant holder with plants. • Learners use recycled materials like empty 2 litre cold drink bottles. • Learners position the bottle on the side. Learners cut a rectangle shape on the top side. Learners fill the holder with garden soil and plant the plants. 
		<p>Grade 1 with differentiation: Second Year</p>	<p>Grade 1 with differentiation: Second Year</p>




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a pot plant container from recycled bottles. 	<ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to create a pot plant container using recycled materials. • Learners wash an empty 2 litre cold drink bottle and cut the bottle in half. • Learners use the bottom part of the bottle and fill it with soil and plant a plant in it. • Learners decorate the bottle. 
5	VISUAL ARTS Plants and Seeds Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a collage of an apple on a paper plate. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to create a collage. • Learners tear red paper in small pieces and paste it on paper plate. • Learners complete the apple with cut out leaf and stem. 
		Grade 1 with differentiation: Second Year	Grade 1 with differentiation: Second Year


VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture with seed mosaic. 	<ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to create a picture with seed mosaic. • Learners create a picture using seed mosaic. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create miniature ornaments with a nature impression. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to make a miniature ornament with a nature impression. • Learners use salt dough and imprint with seeds, plants or shells to make a miniature ornament. 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create and decorate a mushroom using polymer clay. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises plants and seeds. • Teacher demonstrates how to make a mushroom using polymer clay. • Learners create and decorate a mushroom using polymer clay and paint. 
6	<p>VISUAL ARTS</p> <p>Fruit</p> <p>Create in 2D</p>	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture using bubble wrap printing. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a picture using bubble wrap printing. • Learners create a picture with fruit using bubble wrap and paint. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a fruit using a handprint. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to create a picture using a handprint. • Learners create a picture of a fruit using a handprint and paint. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a dolphin and octopus using bananas. 	Grade 1 with differentiation: First Year   <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a dolphin and an octopus with a banana. • Learners create a dolphin and an octopus with bananas.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher assists learners making a fruit salad.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a fruit salad with different kind of fruit. 	<ul style="list-style-type: none"> • Learners make a fruit salad. Learners cut up banana, watermelon and pawpaw with blunt knives. The teacher cut up the rest of the fruit and add it to the learner's cut- up fruit. 
7	VISUAL ARTS Fruit Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of fruit using puffy paint. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruits. • Teacher demonstrates how to create a picture of fruit using puffy paint. • Learners create a picture of fruit using puffy paint. 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a card with a fruit picture using finger printing. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to create a card using fingerprinting. • Learners create a card with a fruit picture using fingerprinting. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create fruit fridge magnets made with polymer clay. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a fruit with polymer clay. • Learners make fridge magnets of fruit with polymer clay. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit. • Teacher demonstrates how to make a fruit loop bracelet or necklace. 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a necklace or bracelet with fruit loops. er. 	<ul style="list-style-type: none"> • Learners create their own fruit loop bracelet of necklace. 
8	VISUAL ARTS Vegetables Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of vegetables. using wax crayons and black paint. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to create a picture with wax crayons and black paint. • Learners get an A5 cardboard. • Learners place a pad of newspaper under the cardboard. • Learners colour the entire cardboard with wax crayons, pressing firmly. They can use different colours. • Learners paint over the whole page with black powder paint. Allow the paint to dry. • When the paint is dry, the learners draw a picture of vegetables with a pin/nail or the back end of the paintbrush.
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to do potato printing.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a card or gift wrap with potato printing. 	<ul style="list-style-type: none"> • Learners create a card or gift wrap using potato printing. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create vegetable garden markers. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates making vegetable garden markers. • Learners use stones to create vegetable garden markers. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create vegetable puppets. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to make vegetable puppets with ice cream/popsicle 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
			<p>sticks.</p> <ul style="list-style-type: none"> Learners create vegetable puppets with ice cream/popsicle sticks.
9	VISUAL ARTS Vegetables Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a fold open picture of a vegetable. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Teacher revises vegetables. Teacher demonstrates how to make a picture of a vegetable that fold open. Learners create a picture of a vegetable that can fold open. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a picture, card or gift wrap using celery for printing. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> Teacher revises vegetables. Teacher demonstrates how to print with celery and paint. Learners create a picture, card or gift wrap using celery and paint to print. 
		Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> Teacher revises vegetables.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 3			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a collage of a mealie/corn with popped popcorn. 	<ul style="list-style-type: none"> • Teacher <div data-bbox="1241 321 1528 548" data-label="Image"> </div> <div data-bbox="1549 256 1906 532" data-label="Image"> </div> <p>demonstrates how to make a collage with popped corn.</p> • Learners create a collage of a mealie/corn with popped popcorn
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create packet filled with popcorn and decorates with a pumpkin face. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises vegetables. • Teacher demonstrates how to create and decorate a packet filled with popcorn. • Learners create a packet filled with popcorn and decorated with a pumpkin face. <div data-bbox="1556 878 1892 1214" data-label="Image"> </div>
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

Creative Art

Grade 1 with differentiation: Term 4

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1 with differentiation: Term 4	
Content <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.• Express moods and ideas through movement and songs.• Extend and refine gross motor skills.• Follow a warm up ritual that develops co-ordination and control• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing together with the music and dance to the music.• Participate in exercises to develop eye-hand coordination.• Use the voice, gesture and body shape to express feelings and thoughts.• Explore the use of expressive mime to convey ideas and feelings.	<ul style="list-style-type: none">• Sing songs found in the immediate environment.• Sing songs and makes music to express a variety of ideas, feelings and moods.• Participate in outdoor water activities.• Participate in exercises to improve balance.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Extend and improve balance integrated with motion.• Demonstrate the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Participate in exercises to develop eye-hand skills• Participate in exercises to develop and improve balance.• Reinforce hand eye coordination.• Participate in exercises to develop spatial awareness• Participate in exercises to develop fine motor coordination.

PERFORMING ARTS	
Grade 1 with differentiation: Term 4	
Grade 1 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learner walk/jog/run freely without stepping on a hoop or bumping into each other. Learners throw small, light scarves up into the air. Learners catch it using hands or other parts of the body. <p>Week 2</p> <ul style="list-style-type: none"> Learners jump in and out the sandpit until they are warm. Learners play with water. Learners pour water from one bottle to another. Learners pour sand in a bottle with a teaspoon. Learners mime activities that can be done in the water for example swimming, skiing, fishing. Learners learn and perform a song about water. <p>Week 3</p> <ul style="list-style-type: none"> Learners do the following activities: run like a dog, stalk like a cat, fly like a bird and swim like a fish. Learners walk on a rope, and throw balls or beanbags in the air. Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters Learners sing songs use unison, rounds, and call and response. Learners make different sounds for example a bus or a train. Learners play rhythmic games using body percussion. 	<p>Week 6</p> <ul style="list-style-type: none"> Learners bounce a balloon on their hands and see who can keep it in the air for the longest time. Teacher lays hoops on grass. Learners throw bean bags in/out/behind and in front of the hoops. Learners dramatise situations where pets are involved for example getting a new pet from the pet shop. Learners dance on beat of the music. Teacher plays 2/2 ; ¾ and 4/4 music and learners must clap and dance to the rhythm. <p>Week 7</p> <ul style="list-style-type: none"> Learners use chalk to jump up and mark a spot on wall. Learners throw bean bags to each other. Learners mime different wild animals. Learners learn and perform an action song about wild animals. Learners play body percussion on the beat of music, concentrating on tempo. <p>Week 8</p> <ul style="list-style-type: none"> Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters Learners sing songs use unison, rounds, and call and response. Learners dramatise an outing to the zoo and seeing all the animals. Teacher uses bean bags, ice cream containers and carpet

PERFORMING ARTS Grade 1 with differentiation: Term 4	
<ul style="list-style-type: none"> Learners dramatise building a house. <p>Week 4</p> <ul style="list-style-type: none"> Learners run with a bean bag on their heads. When the whistle blows, learners change direction. Learners blow and chase bubbles. Learners walk along chalk lines and jump over cracks in the ground. Learners mime the story of the three little pigs. Learners create a song about the three little pigs using a known song. <p>Week 5</p> <ul style="list-style-type: none"> Learners improvise animal movements individual and in groups. Learners catch, throw and kick different kind of balls. Learners learn and perform a song about pets. Learners perform a clapping game with the names of pets. 	<p>squares for learners to step on and over it.</p> <ul style="list-style-type: none"> Learners plays rhythmic games on the drum – repeat the rhythm and vary the tempo. <p>Week 9</p> <ul style="list-style-type: none"> Learners hop up and down on the spot. Learners hop on one leg around the hoop. When the drum stops change direction and legs Learners hop a ball, throw a ball from one hand to another. Learners kick the ball with one foot and stop the ball with another foot. Change feet. Learners play musical chairs. Learners sing a song about farm animals for example “Old McDonald had a farm” while doing the animal sounds.
Grade 1 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1</p> <ul style="list-style-type: none"> Learners express themselves through creative movement and free dancing to music. Learners throw beanbag in hoop on floor. Learners throw the beanbag in a dustbin, bucket, box etc <p>Week 2</p>	<p>Week 6</p> <ul style="list-style-type: none"> Learners stand in a circle. Teacher gives them stretch exercises and swings crossing the midline for example:. touch your right foot with your left hand. Learners do larger loco motor actions, first clockwise then anticlockwise: walk in large steps in the circle, hop on one leg or crawl.

PERFORMING ARTS**Grade 1 with differentiation: Term 4**

- Learners do cross swings and stretches clockwise and anticlockwise.
- Learners crawl backwards and forwards on the balancing beam.
- Learners walk on their toes and heels and balance with their arms on either side of their bodies.
- Learners repeat the exercise on the beam.
- Learners learn and perform a poem about water.
- Learners do action songs.

Week 3

- Learners jog, jump and hop on spot.
- Learners lie on their backs and do cross swings and stretches with one/both arms and legs. Learners do the activity clockwise and anticlockwise.
- Learners form pairs. One learner stands on bricks the other one on the ground. Learners throw and catch a beanbag. Learners swop places after 10 catches.
- Learners perform a cultural song or dance to show the difference in culture.
- Learners use self made instruments to play a rhythmic game.

Week 4

- Teacher beats a tambourine. Learners walk/run/ jog in different ways to the music
- Teacher arranges bricks in a large circle. Use at least one brick per

- Learners stand on a brick or a beam. Teacher gives bouncing instructions such as bounce and catch the ball 3 times. Bounce the ball to a friend and catch. Bounce the ball near to the bricks/beam.
- Learners dramatise a story about a pet that got lost and everybody is looking for the pet.
- Learners do percussion using self made instruments.

Week 7

- Learners jog, crawl, stretch, jump, roll, do rhythmic arm and leg swings. Learners do the activity clockwise and anticlockwise.
- Teacher gives instructions: hop like a rabbit until you are under your chair/behind your table/ on your chair/ behind your chair.
- Learners perform wild animal sounds for example roar like a lion.
- Learners learn and perform a poem about wild animals.
- Learners dance on the beat of music concentrating on turns and twists.

Week 8

- Learners hold a beanbag in their hands if it is the steering wheel of a car. As long as the tambourine/drum sounds the “car” drives around. When the tambourine/drum stops the “car” stops.
- Learners cut on curved and zig-zag lines.
- Learners dramatize a story about an animal in the zoo.
- Learners sing and perform an action song and dance according to rhythm and beat of the song.

PERFORMING ARTS**Grade 1 with differentiation: Term 4**

learner.




- Learners walk backwards/forwards/sideways on the bricks in a circle.
- Learners create a soundtrack for the story of the three little bears for example clapping for the wolf climbing on the roof or stamping their feet for the house falling down.
- Learners create a victory dance with music to show the little pigs winning the battle against the wolf.



Week 5




- Learners march on the beat of march music, practising left-right arm swings. When the music stops and begins again, they march and wave/clap to the beat.
- Teacher takes an empty 2 litre cold drink bottle and cut the top off. Teacher attach a table tennis ball or a small rubber ball to the top with a string. Learners have to catch the ball with the bottle cup.
- Learners make animal sounds for example bark like a dog.
- Learners learn and perform a poem about pets.



Week 9



- Learners. jog on the spot.
- Learners sit on the grass facing each other. They hold on to a broomstick .The teacher plays the drum slowly and gradually plays faster. They pull each other forward and back in time to the music like when you do rowing movements
- Teacher lays hoops some distance from each other on the grass. The learners throw beanbags into the hoop, in front of behind the hoop. Repeat few times
- Learners learn and perform a poem about farm animals.
- Learners dramatise a day on the farm. Learners may use masks to identify farm animals.



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Water Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a jellyfish suncatcher. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make a jellyfish suncatcher with collage and lint. • Learners create their own jellyfish suncatcher using collage and lint. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a collage of a starfish with buttons or macaroni. 	 Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to create a collage of a starfish with buttons or macaroni. • Learners create a collage of a starfish with buttons or macaroni. 



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a model of a sailboat with waste material attached to a stick. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make a sailboat with waste material. • Learners create a model of a sailboat with waste material attached to a stick 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create water bottle wind spirals. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make wind spirals using a water bottle. • Learners create water bottle wind spirals. 
2	VISUAL ARTS Water Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to create a picture using a collage of natural materials.

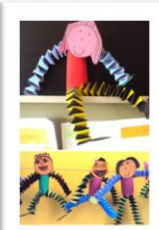


VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a collage of a water tortoise using natural materials. 	<ul style="list-style-type: none"> • Learners create a collage of a water tortoise using natural materials for example leaves, sticks, stones etc 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a stained glass rain cloud craft picture. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make a picture of a stained glass rain cloud. • Learners create a picture of a stained glass rain cloud. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a fish from a water bottle. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make a fish from a water bottle. • Learners create a fish using a water bottle. 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a model of a shark using paper maché. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make paper maché. • Teacher demonstrates how to make a shark with a toilet roll and paper maché. • Learners make paper maché: mix one cup of water, one cup of flour and one table spoon salt. Tear newspapers in strips. Add to flour mix. • Learners use a toilet roll and paper maché to create a shark. • When the paper maché is dry, paint the shark and create eyes and teeth. 
3	VISUAL ARTS Different types of Houses Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of houses using driftwood. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different houses. • Teacher demonstrates how to create a picture with driftwood. • Learners draw and colour the background of a picture. • Learners create houses using driftwood for each house. • Learners paste the houses on the background. 
		Grade 1 with differentiation: Second Year	Grade 1 with differentiation: Second Year






VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of the houses of the three little pigs. 	<ul style="list-style-type: none"> • Teacher tells the story of the three little pigs. • Teacher demonstrates how to create a picture of the three houses of the pigs. • Learners create their own picture of the three houses of the pigs using paper, sticks, straw and small bricks 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create brown paper bag houses. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different houses. • Teacher demonstrates how to make a house using a brown paper bag. • Learners create and decorate different houses made with a brown paper bag. • Learners display the houses on a string to emphasise the diversity of houses. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different houses. • Teacher demonstrates how to make a miniature house using a match box.



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a miniature house using a match box, 	<ul style="list-style-type: none"> • Learners create and decorate their own miniature house using a match box. 
4	VISUAL ARTS Different types of Houses Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a rainbow using bubble wrap printing. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises primary and secondary colours. • Teacher demonstrates how to make a picture using bubble wrap printing. • Learners paint primary colours on bubble wrap and print on a picture of a rainbow. • Learners create a picture of a rainbow with primary colours, using bubble wrap printing. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different shapes and primary and secondary colours.



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create patterns on fabric using bubble wrap printing. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make patterns on fabric with bubble wrap printing. • Learners create patterns on fabric with bubble wrap printing. 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create and complete a hut from an old telephone directory. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises different houses. • Teacher demonstrates how to fold the pages of the telephone directory to create the image of a hut. • Learners fold the pages of telephone directory in half to create the image of a hut. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises different houses. • Teacher demonstrates how to create a tree by folding paper. • Teacher demonstrates how to create people by folding paper.

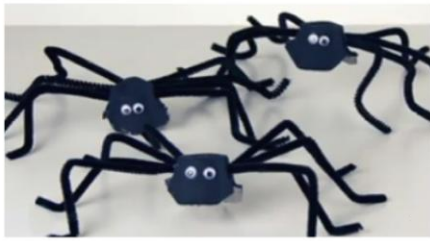


VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4				
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a tree or people by folding paper. 	<ul style="list-style-type: none"> • Learners create a tree or people by folding paper. 	
5	VISUAL ARTS Pets Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a dog with paper plates. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a dog with paper plates. • Learners create a dog using paper plates. 	
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a cat with a paper plate. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make and decorate a cat using a paper plate. • Learners create a picture of a cat on a paper plate. • Learners use black tissue paper for the spots and crayons to draw the face. 	



VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a bird cage with carton. • Teacher demonstrates how to make a bird using paper and feathers. • Learners create a bird cage and a bird using carton, paper and feathers. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a 3D cat. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrate how to make a 3D cat. • Learners make a 3D cat using carton. 
6	VISUAL ARTS Pets Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a dog face 




VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a dog through paper folding and drawing. 	 <p>face.</p> <p>using paper folding.</p> <ul style="list-style-type: none"> • Learners make a dog face using paper folding. • Learners fold a square paper to form a triangle. Fold ears down. Learners draw a
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a picture of a rabbit with a handprint and paint. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a picture of a rabbit with a handprint and paint. • Learners create a picture of a rabbit with a handprint and paint.  
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a paper spring dog. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a paper spring dog. • Learners create and decorate a paper spring dog.  

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a fish tank with paper and carton. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pets. • Teacher demonstrates how to make a fish tank with coloured carton. • Teacher demonstrates how to make and decorate little fishes with paper. • Learners create a fish tank with fishes using coloured carton and paper. 
7	VISUAL ARTS Wild Animals Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create and decorate a giraffe with an empty paper towel roll. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make and decorate a model of a giraffe using an empty paper towel roll. • Learners create a model of a giraffe using an empty paper towel roll. • Learners cut out face and ears and paste the parts together. • Learners paint the giraffe yellow with spots on it. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises wild animals.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a hippo using paper plates. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a hippo with paper plates. • Learners create and decorate a hippo with 2 paper plates 
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a crocodile with empty egg holders. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a crocodile using empty egg cartons. • Learners make and decorate a crocodile with empty egg cartons. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a spider using empty egg cartons and pipe cleaners.

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Create a model of a spider. 	<ul style="list-style-type: none"> • Learners create a model of spiders using egg hollows and pipe cleaners 
8	VISUAL ARTS Wild Animals Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a bendable monkey. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a bendable monkey. • Learners colour the picture of the monkey and use pipe cleaners to create a bendable monkey. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make paper plate wild animals. • Learners create a wild animal using paper plates. 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Create an animal using paper plates. 	
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a wild animal using a paper cup. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make a wild animal using paper cups. • Learners create a wild animal using a paper cup. 
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create animal track stamps using sponges. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises wild animals. • Teacher demonstrates how to make an animal track stamp. • Learners create an animal track stamp using a sponge. 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
9	VISUAL ARTS Farm Animals Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a paper plate cow. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a paper plate cow. • Learners create and decorate a paper plate cow. 
		Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a sheep using fingerprint art. • 	Grade 1 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a sheep using fingerprint art. • Learners create a picture of a sheep using fingerprint art. 
	Create in 3D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher 

VISUAL ARTS GRADE 1 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a frog using egg cartons. 	<p>demonstrates how to create a frog with egg cartons.</p> <ul style="list-style-type: none"> • Learners create a frog using egg cartons.
		<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a sheep with pegs and cotton wool. 	<p>Grade 1 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make a sheep using cotton wool and pegs. • Learners create a sheep with cotton wool and peg.



FORMAL ASSESSMENT TASK: GRADE 1 DIFFERENTIATED

GRADE 1 WITH DIFFERENTIATION: TERM 4

- During each of the four terms, the teacher chooses
 - Two Performing Arts (Warm up and Play) activities (first year)
 - Two Performing Arts (Warm up and Play) activities (second year) and
 - Two Performing Arts (Warm up and Play) activities (third year)and report on 2 different assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade R with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

PERFORMING ARTS

Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Express** moods and ideas through movement and songs.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Sing** songs found in the immediate environment.

- **Participate** in exercises to develop eye-foot co-ordination.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** together with the music and dance to the music.
- **Extend and refine** fine motor skills
- **Reinforce** hand eye coordination.
- **Improve** midline- crossing.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Participate** in physical development activity
- **Extend and improve** balance.
- **Extend and refine** gross motor skills.
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run, leap and gallop;
 - Non-loco motor movements such as reach, bend and rise
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.

- **Learn, interpret and perform** dances from South African culture with competence and appropriate style.
- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.
- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint,decoupage, toothpicks, soap, water colour, sponges,wool,finger paint, sand,cloth, rope, beads.
- **Create** a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes,glass.

Create in 3D

Assess two assessment goals in each during each term

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Build** a 3D art work using wooden blocks, stones, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.
- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

Creative Art

Grade 2 with differentiation: Term 1

The instruction time for Grade 2 Performing Arts and Visual Arts is 3,5 hours per 5 day week. Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 2 with differentiation: Term 1	Content : Creative games and skills
<ul style="list-style-type: none"> • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body • Do midline crossing • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Clap and stamp number rhythms and rhymes in tempo. • Play rhythm, clapping, skipping and singing games in pairs. 	<ul style="list-style-type: none"> • Keep a steady beat, play rhythmic games such as clapping, using different percussion instruments with different rhythms and tempos (fast/slow). • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore music, movement and voice focusing on pitch. • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Follow a teacher-directed warm up and cool down routine. • Follow a warm up and cool down ritual that develops co-ordination and control
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 2 with differentiation: Term 1	Content : Creative games and skills
<p>Week 1-3</p> <ul style="list-style-type: none">• The teacher introduces the topic by narrating shortly about the community background she/he comes from.• Teacher explain about different cultures, in South Africa.• Teacher plays a piece of a familiar music and ask and guide learners to do the following:<ul style="list-style-type: none">○ When the music starts, pretend waking up and getting dressed.○ Stretch up muscles start bending the neck forwards and backwards; left and right○ Rotate the head left to right and right to left○ Swing shoulders forwards and backwards,○ Swing arms forwards and backwards,○ Twist the wrists and ankles.○ Stop the movement when the music stops. Each action must be done 4 times and according to the rhythm of the song. <p>Week 4-5</p> <ul style="list-style-type: none">• Teacher introduces the topic by narrating a story and asks learners few questions based on the story.• Teacher beat the drum on 4/4 counts and guide learners to the following moves:• Learners lift their right knees up and down and clap with their right hands on counts of 4, and do the same move with the left knees and left hands on counts of 4	<ul style="list-style-type: none">• Learners clap hands with a partner on the left and on the right on 4 counts• Learners stamp their feet left and right. <p>Week 6-7</p> <ul style="list-style-type: none">• Teacher plays music, explain how the learners must move when the music is on.• Learners move around freely on the beat of the music.• Learners link the music with movements: when the music is played softly the learners move away from the teacher and when the music is played louder the learners must move closer to the teacher.• Learners move according to the music and stop when the music ends. <p>Week 8-9</p> <ul style="list-style-type: none">• Learners warm up the body by doing stretches.• Learners cool down the body:• Learners sit in a circle and do the following exercises.<ul style="list-style-type: none">○ Learners do breathing exercises; breathe in, hold for one count, breathe out hold for one count, repeat the movement changing the counts from 1-5.○ Learners do a candle melting action.○ Learners deflate balloons.

PERFORMING ARTS	
Grade 2 with differentiation: Term 1	Content : Creative games and skills
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-3</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> When the music starts, form a circle and swing the arms forwards and backwards, left and right. Swing legs forwards and backwards, left and right. Do the midline crossing: learners stand with legs wide, take the ball in the left hand and put it down in front of the right foot; pick it up with the right hand and put it down in front of the left foot. Repeat the movement and stop when the music stops. Each action is done 4 times and according to rhythm of the song. <p>Week 4-5</p> <ul style="list-style-type: none"> Teacher allows learners to choose objects like rulers pencil cases, and do rhythmic moves. Teacher beats the drum on 4 counts, learners will do the following: <ul style="list-style-type: none"> Shake their pencil cases, Beat rulers on the same beat. Shake the tins filled with small stones. Beat wooden blocks or plastic blocks together. 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher explain to the learners how to respond to the music Learner sing the song together with the CD and dance freely according to the tempo. Learners link music with movements: when the music is fast they move closer to the teacher and when it is slow they move away from the teacher. <p>Week 8-9</p> <ul style="list-style-type: none"> Learners cool down the body. Learners stand in a circle and do the following imagery movements: <ul style="list-style-type: none"> Shrink slowly Sit down and grow slowly Learners lie down on the carpet, listen to music and do breathing and relaxation exercises.
Grade 2 with differentiation: Term 1	Content: Improvise and interpret
<ul style="list-style-type: none"> Use the voice and body imaginatively in drama exercises and games. Learn and perform simple dance steps from dances in the 	<ul style="list-style-type: none"> Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use

PERFORMING ARTS	
Grade 2 with differentiation: Term 1	Content : Creative games and skills
<p>immediate environment.</p> <ul style="list-style-type: none"> • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Improvise and create dance sequences that use steps and styles from various South African dance forms. • Improvise stories based on fantasy and life experiences using voice (singing/speaking). • Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express moods and ideas through movement and songs. • Mime actions that resemble the need for food, clothes, shelter. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with others when exploring situations in role. 	<p>of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <ul style="list-style-type: none"> • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Express and describe feelings in response to a drama, story or event. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Explore the senses through rhymes, and songs.
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-3</p> <ul style="list-style-type: none"> • Group discussion: specific traditional clothes for each cultural group. • The class holds a Cultural day; learners wear their specific 	<p>Week 6-7</p> <ul style="list-style-type: none"> • Teacher narrates a story about bullying (for example the story about the sheep and the wolf). • Group discussion: how to handle a bully.

PERFORMING ARTS	
Grade 2 with differentiation: Term 1	Content : Creative games and skills
<p>traditional clothes on the day.</p> <ul style="list-style-type: none"> Class is divided into different cultural groups and each group sing and dance according to own culture. Each group is given few minutes to perform. Learners role play different occupations <p>Week 4-5</p> <ul style="list-style-type: none"> Teacher introduces the topic by narrating a story. Learners make a circle and teacher asks learners to mime specific idea. Each learner is asked to come to the center of a circle and mime the need for clothes, food, shelter, friends. The rest of the learners must guess the idea being mimed. 	<ul style="list-style-type: none"> Learners role play a situation of how to handle a bully (for example: take a stand; don't show that you are scared, warn a bully that you will tell a class monitor, teacher, principal, parent). <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher reads various rhymes about body parts. Teacher plays various songs about body parts. Teacher divides the class into two groups: <ul style="list-style-type: none"> Group 1 perform a rhyme about body parts, Group 2 do an action song while they sing a song about body parts (for example Head and shoulders, knees and toes).
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-3</p> <ul style="list-style-type: none"> Group discussion: Specific traditional clothes for each cultural group. Group discussion: cultural characteristics for each cultural group. Learners are divided into different cultural groups each wearing own specific traditional attire. Learners demonstrate cultural characteristics like greetings and differences e.g. in the white culture, men let women to go first but in black culture, men go first. Each group is given few minutes to perform. Learners learn and perform the fire fighter song 	<p>Week 4-5</p> <ul style="list-style-type: none"> Teacher mixes and puts necessary as well as unnecessary items on the table. Teacher asks learners to role play a situation: learners prepare to go on an adventurous camp. Learners must choose which items to take or not to take. Learners must give reasons to their answers. <p>Week 6-7</p> <ul style="list-style-type: none"> Group discussion: abuse and solutions when a person is a victim of abuse.

PERFORMING ARTS

Grade 2 with differentiation: Term 1

Content : Creative games and skills

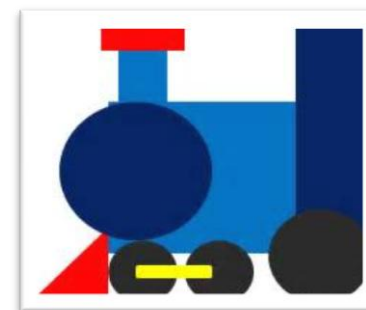






- Learners dramatise a story based on abuse and where and how to report and get help from people



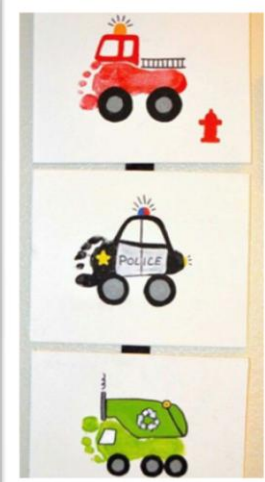
Week 8-9



- Teacher makes five groups of learners and ask group to pick out objects in a box, give them few minutes to think and practice story telling about the sense chosen before the talk in class.
- Learners make up a story of few sentences from a box of interesting objects related to senses based on how to take care of senses.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	VISUAL ARTS Me and my community Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise shapes. • Teacher displays a picture of any place where the community meets, e.g. a church/community hall etc. and ask learners to name the building in the picture. • Learners walk outside on the schoolground and recognise and indicate different shapes on the school ground. • Teacher displays a map of the community. Learners paste shapes on the maps to indicate where different occupations take place for example: doctors and nurses in a hospital..
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name shapes in a picture. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher displays one picture containing different shapes. • Learners identify and name the shapes on the picture • Group discussion: what is the difference between occupations for example: doctor works long hours,





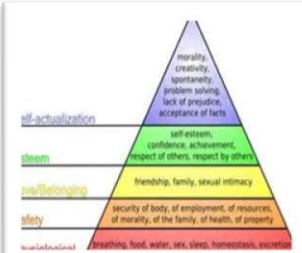
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
			policeman's work is dangerous.
	Create in 3-D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. 	 <p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise shapes.   <p>OR</p> <ul style="list-style-type: none"> • Learners cut out different shapes from card box and with guidance from teacher construct a place where people meet together, e.g. church, police station, parks. • Demonstration by teacher: how to build a fire truck. • Learners use the chairs in the class with card board boxes to create a fire truck.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	 <p>Grade 2 with differentiation: Second Year</p>



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Make any two different types of transport and explain shortly what the transport is used for. 	<ul style="list-style-type: none"> • Group discussion: different types of transport. • Learners cut out different shapes from card boxes and use other recycled materials to construct vehicles which people normally use together e.g. taxi, school bus, police van. <div>   </div>
	VISUAL ARTS Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Make a vehicle used in the community using a footprint. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises the community and different services in the community. • Teacher demonstrates how to make a community vehicle using a footprint. • Learners create a community vehicle using a footprint. <div>  </div>


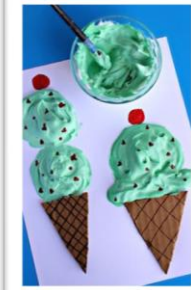
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a picture of fire fighters using a handprint. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises community helpers. • Teacher demonstrates how to make fire fighters using a handprint. • Learners create a picture of fire fighters using a handprint. 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create Police radios using empty juice cartons. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises community helpers. • Teacher demonstrates how to make a police radio using an empty juice carton. • Learners make their own police radio using an empty juice carton. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools: 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises community helpers. • Teacher demonstrates how to make a post box using an empty cardboard box. • Learners make a post box using an empty card board box. 
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create firefighters using paper and paint. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises community helpers. • Teacher demonstrate how to make firefighters using paper and paint. • Learners create firefighters using paper and paint. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises community vehicles. • Teacher demonstrates how to make a collage of a garbage truck and recycled items.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a garbage truck collage using recycled materials. 	<ul style="list-style-type: none"> • Learners create their own collage of a garbage truck and recycled items 
4-5	VISUAL ARTS What do I need to live Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise and identify shapes in the classroom. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise shapes. • Teacher asks learners to look around the classroom and mention individual things that has the shape of triangle, square, circle, rectangle e.g. learners can mention that the door/chalkboard has the shape of rectangle. • Teacher shows and explain a flow chart of the life cycle of a plant or the life cycle of a man/woman from baby to adult. • Teacher discuss the order of the life cycle, learners must put the life cycles in the correct order.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: revise shapes. • Teacher displays pictures of houses and asks learners to identify different shapes in the pictures.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<p>culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <ul style="list-style-type: none"> • Name the shapes, circle, square, triangle, and rectangle. • Recognise and identify shapes in pictures. • Identify specific shapes. 	
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and paint pictures using premixed tempera paint in primary and secondary colours. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise primary and secondary colours. • Learners draw and paint a pictures about “What my body needs”. • Learners cut pictures out and make a big poster with a slogan that says “What do I need to survive”. • Learners create a picture of a boy/girl with their shadows. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Learners draw, paint and cut pictures based on the week’s topic. • Learners make their own flow chart with pictures according the example below with the headings: Healthy foods, healthy 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and give own interpretation of drawings. 	drinks.enough sleep, good friends, shelter, sunlight, air.
	VISUAL ARTS Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a stethoscope using pipe cleaners. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a stethoscope using pipe cleaners. • Learners make a stethoscope using pipe cleaners. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a friendship bracelet. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a friendship bracelet. • Learners make a friendship bracelet using plastic straws. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a picture of teeth with healthy and unhealthy food. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises healthy and unhealthy food. • Learners create a picture with teeth and paste healthy and unhealthy food on the teeth. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a picture of ice cream using puffy paint. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises healthy and unhealthy food. • Teacher demonstrates how to make a picture of an ice cream cone using puffy paint. • Learners create a picture of an ice cream cone using puffy paint. 
	Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses different people that have an influence on a learner's life.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a village with houses and community vehicles using card board. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a village with community vehicles. • Learners create their own village with houses and vehicles using coard board 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create and decorate a hut using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises different houses in South Africa. • Teacher demonstrates how to make a hut with an empty tin and card board. • Learners create and decorate a hut using recycled materials. 
6-7	VISUAL ARTS Me and other	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows pictures and photos with children's rights as theme.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
	<p>people</p> <p>Visual literacy</p>	<p>in compositions.</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<ul style="list-style-type: none"> • Learners discuss images in terms of content, line, shape, form and colour.
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher shows pictures and photos with children's rights as theme. • Learners discuss images in terms of content, line, shape, form and colour. • Learners discuss images in photographs in terms of texture, space and materials used.
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Colour own interpretation to drawings using wax crayons, oil pastels or paint. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: various aspects of children's rights. • Learners cut out pictures showing children's rights and paint them.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1

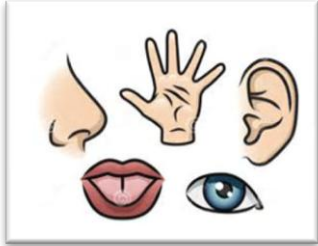

		<ul style="list-style-type: none"> Learners combine painted pictures to make a poster. Learners discuss children's rights and responsibilities and draw two pictures to show the difference between rights and responsibilities. 	
	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop fine motor and sensory coordination; manipulating scissors and other tools. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Group discussion: various aspects of children's rights Learners draw their own picture of children's rights and colour or paint the picture. Learners 	



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Colour own interpretation to drawings using wax crayons, oil pastels or paint. • Create a picture of hands with the theme “ my past and future”. 	<p>discuss the meaning of the picture.</p> <ul style="list-style-type: none"> • Learners draw a picture of two hands and paste or paint pictures in the hands representing their past and future.
	VISUAL ARTS Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a wind chime using recycled materials. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a wind chime using recycled materials. • Learners make a wind chime using old keys and sticks. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a wind. Chime using recycled materials. • Learners make and decorate a wind chime using old tins and recycled materials. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Create a wind chime using recycled materials. 	
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a card using hand- and footprints. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises families. • Learners create a card using hand- and footprints 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a coaster with family pictures. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises families. • Teacher demonstrates how to make coasters using pictures of the family. • Learners make coasters using pictures of family member 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p>	<p>Grade 2 with differentiation: First Year</p>



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create musical instruments from recycled materials. 	<ul style="list-style-type: none"> • Teacher revises musical instruments. • Teacher demonstrates how to make musical instruments using recycled materials. • Learners create drums using recycled materials. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create musical instruments from recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises musical instruments. • Teacher demonstrates how to make a musical instrument using recycled materials. • Learners create and decorate a guitar using recycled materials. 
8-9	VISUAL ARTS Senses	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher displays pictures of senses and different shapes.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1

Visual literacy	<ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Identify senses that look like other shapes. E.g. nose-triangle 	<ul style="list-style-type: none"> • Learners match the shapes with body senses. 	
	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Identify senses that look like other shapes. E.g. nose-triangle • Draw different shapes relating to senses, (circle-eyes; triangle-ears), 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses different senses. • Teacher revise shapes. • Learners draw pictures depicting a specific sense for example a rose with thorns for the sense of touch. 	

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
VISUAL ARTS	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine –motor and sensory coordination. • Make a facial mask that shows different senses. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows examples of facial masks and demonstrate how to make a facial mask. • Learners make a facial mask that shows different senses with cut-out card boxes. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make a collage on a paper showing different senses including hands. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teachers shows examples of collages showing different senses. • Teacher demonstrates how to make a collage. • Learners make a collage on a paper showing different senses including hands with cut-out pictures of senses. 
		<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade 2 with differentiation: First Year</p>

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
	Create in 3D	<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a box face mask. 	<ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a face mask using a cardboard box. • Learners create a face mask depicting the different senses. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a bottle lid bug using different colours. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a bug using a bottle cap/lid. • Learners make bugs using bottle caps/lids. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a five senses hat. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises senses. • Learners create a five senses hat. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a five sense picture using cotton buds. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a picture of the five senses using cotton buds. • Learners create their own picture of the five senses using cotton buds. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1			
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a two colour clay ball. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises senses. • Learners create a two colour ball using clay. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create a colour sorter using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises senses. • Teacher demonstrates how to make a colour sorter using recycled materials. • Learners create their own hungry monster colour sorter using recycled materials. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 1

Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

Grade 2 with differentiation: Term 2

PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Do midline crossing. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. 	<ul style="list-style-type: none"> • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Sing indigenous songs, rhythmic games and rhymes using different dynamics (loud/ soft; gentle/strong) with clapping and stamping • Explore, select and link movements that express feelings and moods into movement sentences . • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore music, movement and voice focusing on pitch: • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Create and imitate sounds effects in stories made by water

PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
	animals; snake, frogs, whales <ul style="list-style-type: none"> • Develop listening skills; react to signals, cues, rhymes, and songs. • Develop listening skills; react to signals, cues, rhymes, and songs.
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <p>The teacher must make sure that weather chart, posters, string, cardboard, liquid glue, paper, paints and other is available in class for the week.</p> <ul style="list-style-type: none"> • Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, brush their hair, make the bed. • Teacher takes learners outside the classroom and the following activities: • Move freely and creatively while swinging their arms like a wind. • Move arms in circles and make it big and bigger. • Stretch legs becoming long and longer. • Swing one leg to and fro make it big, bigger in front of the body. <p>Week 3-4</p> <ul style="list-style-type: none"> • Teacher demarcate an area in class for learners to do the following movements: Skip and hop while sharing a space. <p>Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor</p>	<p>Week 3 – 4 (continue)</p> <p>Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p>Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p>Swing - a pendular motion of a body part that can move forward and backward or side to side.</p> <p>Twist - a partial rotation of body parts around an axis</p> <p>Turn - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p>Shake - a short quick vibrating movement in a body part or the whole body.</p> <p>Bend - a flex of a body part at a joint</p> <p>Stretch - extending a body part or the whole body</p> <p>Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.</p> <p>Rock or sway - shift of the body weight forward, backward, side to side</p>

PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
<p>movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p>Even Rhythm:</p> <p>Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p>Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p>Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.</p> <p>Hop - The hop requires a push-off from one foot and landing on the same foot.</p> <p>Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.</p> <p>Uneven Rhythm:</p> <p>Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p>Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -</p>	<p>or in a circular pathway.</p> <p>Week 5-7</p> <ul style="list-style-type: none"> Teacher plays any familiar song with 4 beats. Learners sing along and do own movements; Learners clap and stamp according to the beat of the music. Learners make a circle, holds hands and move to the beat of the song, 4 steps to the left and 4 steps to the right, 4 steps forwards and backwards. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher teaches learners a rhyme about animals' sounds. Teacher teaches words first and says the lines of the rhyme. Learners must listen and repeat each line after teacher. Learners learn and sing the song: Old MacDonald had a farm. Example of rhyme about animals' sounds. <p>Moo, Moo says the cow in the kraal, Cluck, cluck say the hen in the morning Woof, woof barks the dog in the kennel Miaauw, miaauw cries the cat for the milk</p>





PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
short. Long (the step) and short (the landing).	
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, make the bed, wash the dishes and brush their teeth. Teacher takes them outside the classroom to do the following: Move freely and creatively to feel the weather condition. Wave their arms like wind, Flutter their hands like leaves falling from trees <p>Week 3-4</p> <ul style="list-style-type: none"> Teacher demarcate an area in class for learners to do the following movements: Move like a snake, Swim like a fish, while sharing a space without bumping into each other. 	<p>Week 5-7</p> <ul style="list-style-type: none"> Teacher plays any familiar song with 4 beats. Learners sing along and do own movements, link the movements to the volume, when the volume is loud, they make big movements and when the volume is soft they make smaller movements. Learners sit in a circle, clap and sing along. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher plays a drum whilst saying the rhyme, after each line she beat the drum 2/2 and learners must freeze up and down, when the drum stops, learners say the line The instruction must be repeated for all the lines in the rhyme.
Grade 2 with differentiation	Content: Improvise and interpret
<ul style="list-style-type: none"> Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Sing songs found in the immediate environment. Sing songs and makes music to express a variety of ideas, feelings and moods. Use voice, body, percussion, natural, found or made instruments to 	<ul style="list-style-type: none"> Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Express moods and ideas through movement and songs. Use objects or props creatively in movement, dramatic play and music.



PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
<p>accompany stories, dances and songs.</p> <ul style="list-style-type: none"> • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Create and imitate sounds effects in stories made by water animals; snake, frogs, whales • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. 	<ul style="list-style-type: none"> • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Begin to see differences between self and the role being played.. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Assume both leader and follower roles willingly in dramatic activities. • Develop listening skills; react to signals, cues, rhymes, and songs. • Dramatise a make believe situation of fantasy and own life experiences.
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> • Teacher takes learners outside to observe the characteristics of the current season. 	Week 5-7 <ul style="list-style-type: none"> • Teacher teach learners a song about animals shelters: <ul style="list-style-type: none"> ○ Lions sits in the shades of thorn trees




PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
<ul style="list-style-type: none"> Teacher teach learners a song about seasons. Learners learn the lyrics first and the tune thereafter. <p>Example of a song about seasons: "I love Summer, swimming every day I love winter and the school holyday I love autumn when the kite winds blows I love spring when the flowers grow".</p> <p>Week 3-4</p> <ul style="list-style-type: none"> Teacher plays a recording story about animals in water and thereafter learners identify the animals and create and imitate sounds made by those animals. Teacher plays DVD with sound of dolphins and seals. Learners create sounds individually. 	<ul style="list-style-type: none"> Giraffe nibbles tender leaves and reaching high Hippopotamus hides so nobody sees him in the water excepts when he breathes Teacher choose learners to dramatize their movements while singing the song. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher narrates a short story about life in the farms. Teacher teaches the learners a rhyme and chooses learners to characterise characters for the following animals: pig, sheep, dog, rooster and goat. Learners role play the situation. <ul style="list-style-type: none"> Sheep says my wool is of wool; Dog barks and says I m a guard Cow says I produce milk for all dairy foods. Pig says my bacon is the best.
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher takes learners outside the classroom to observe characteristics of the current season. Learners sing and demonstrate the activities for that season for example : playing with water; blowing water bubbles with straws; playing with a kite. 	<p>Week 5-7</p> <ul style="list-style-type: none"> Teacher display plastic animals' models on the table and paste pictures of their shelters randomly on classroom wall. Learners choose an animal, move it around, looking for its shelter and when the music stop the animal must be in its shelter. <p>Week 8-9</p>


PERFORMING ARTS	
Grade 2 with differentiation: Term 2	Content : Creative games and skills
Week 3-4 <ul style="list-style-type: none"> Teacher plays a recording story about the movements of animals and thereafter chooses learners to dramatize it. Teacher discusses the characters with the learners and give them few minutes to practice and rehearse the drama before they perform it in class. 	<ul style="list-style-type: none"> Teacher chooses a few learners who have the experience of life in farms to dramatize the way of life, getting up early in the morning; going to into the kraal to milk the cows; taking care of animal for example feeding them, taking, them out in the veld to graze, coming back later. Learners have to practice and rehearse before they perform the drama in class


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Seasons Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations: Name the four seasons shown on the poster. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher display a poster depicting four different seasons and learners name and explain what is happening in each season.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Name the seasons and discuss the effect they have on growing plants. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher display four charts about trees on the board and learners talk about the effect seasons have on the plants e.g. falling leaves during winter.
	Create in 2-D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises seasons.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: cutting, pasting, tearing: Make a string print/stencilling of the sun 	<ul style="list-style-type: none"> • The teacher guides learners to make a string print/stencilling of the sun. • Learners use string, cardboard, liquid glue, paper, paints to create a picture of the sun <div>   </div>
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: cutting, pasting, tearing: Learners make a seasonal wheel. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises seasons. • Teacher puts a picture of a seasonal wheel and guide learners how to make their own seasonal wheels. • Learners use recyclable boxes and other materials to make a seasonal wheel depicting all four seasons as well as the fruit and vegetables that grows in each season. <p>Examples of seasonal wheels above</p> <div>   </div>




VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a tree depicting the four seasons. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises seasons. • Teacher demonstrates how to make a tree depicting the four seasons. • Learners make and decorate a tree depicting the four seasons using cardboard. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a Christmas tree using popsicle/ice cream sticks. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises seasons. • Teacher demonstrates how to make a Christmas tree with popsicle/ice cream sticks. • Learners create and decorate a Christmas tree using popsicle/ice cream sticks. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises seasons.


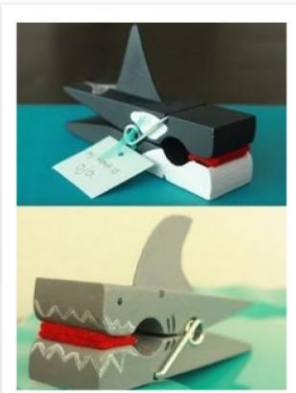
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture with Christmas lights using fingerprint. 	<ul style="list-style-type: none"> • Learners create a picture or a card with Christmas lights using fingerprints. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of flowers using a fork and paint. 	<p>Grade 2 with differentiation: Second Year</p>  <ul style="list-style-type: none"> • Teacher revises season. • Learners create a picture or a card with flowers using a fork and paint.
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises seasons. • Teacher demonstrates how to make a tree with different colours of cardboard. • Learners create their own tree 


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a colourful tree using cardboard 	using different colours of cardboard.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create paper maché Easter eggs. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises seasons. • Teacher demonstrates how to make paper maché Easter eggs. • Learners make paper maché Easter eggs. 
3-4	VISUAL ARTS Creatures living in water Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Identify big and small animals living in water. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher display a poster about big and small water animals on the board and learners must identify big and small animals. • Teacher differentiates between water animals in the sea and water animals in a river.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher display poster of different water animals on the board.


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations, copy and draw animals to show the contrasts big/small, long/short. 	<ul style="list-style-type: none"> • Learners copy and draw big and small animals, long and short and then explain the contrast. • Teacher displays photo's and pictures of water animals and learners discuss different colours of for example fishes. • Group discussion on the food chain in water.
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use art elements; shape and colour in drawing: Paint pictures of living water creatures using variety of media; finger painting. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: how to paint fishes using finger painting. • Demonstration by teacher: how to paint fishes using as variety of media. • Learners paint a picture of a fish swimming in the water using a variety of media for example finger painting. <p>Example of a painting of a fish</p> 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher display a poster of living water animals for learners to copy. • Learners draw and paint pictures of living water creatures using variety of media; finger and brush painting.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and give own interpretation of drawings. • Use art elements; shape, texture and colour in drawing and painting. 	 <ul style="list-style-type: none"> • Learners paint big with brushes and small with fingers. <p>Example of a painting of fishes</p>
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create jelly fish using pipe cleaners. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make jelly fish with pipe cleaners. • Learners create jelly fish using pipe cleaners and cardboard, 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make an octopus with pipe cleaners.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Develop craft skills: create an octopus using pipe cleaners. 	<ul style="list-style-type: none"> • Learners create an octopus with different colours of pipe cleaners. 
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of an octopus. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water animals. • Learners create a picture of an octopus. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a textured star fish. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises sea creatures. • Learners create a textured star fish using cardboard and coloured barley or rice. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create an octopus using an egg carton and pipe cleaners. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make an octopus using an egg carton and pipe cleaners. • Learners create and decorate an octopus using an egg carton and pipe cleaners. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a shark using a clothespin. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises water animals. • Teacher demonstrates how to make a shark using a clothespin. • Learners create and decorate a shark using a clothespin. 
5-7	VISUAL ARTS Animals and their shelters	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Learners cut out animal pictures and their shelters and paste them to make a poster. • Teacher displays photos or pictures of animals and their shelters and learners must match the two

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
	Visual literacy	<p>objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Look for pictures of different animals and their different shelters and make a poster. 	<p>pictures.</p>
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Draw animals and their shelters, talk about the shape of their shelters 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Learners draw two animals of their choice and their shelters and describe their shapes, e.g. spider web-circular movement. • Learners differentiate between wild animals and tame animals in shelters or in the zoo.
	Create in 3-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Teacher demonstrates how to make an animal and the shelter of the animal using polymer clay. • Learners model clay; roll, twist and shape it to mould an animal and its shelter e.g. ant hill/rabbit burrows. <p>Example of an animal shelter</p> 

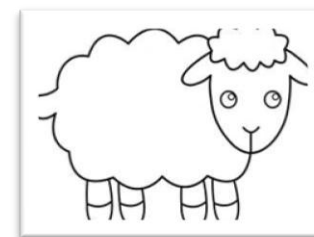
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and paint pictures using premixed tempera paint in primary and secondary colours. • Colour own interpretation to drawings using wax crayons, oil pastels or paint. • Use play dough to model freely ;shaping, twisting and rolling, 	
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and paint pictures using premixed tempera paint in primary and secondary colours. • Colour own interpretation to drawings using wax crayons, oil pastels or paint. • Mould an animal with clay and construct its shelter using 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Teacher demonstrates how to make clay animals using polymer clay. • Teacher demonstrates how to construct an animal shelter using recycled materials. • Learners make clay animals, use recyclable materials to construct their shelters, and build their own game farm on a display table with name cards. <p>Examples of clay animals</p> 




VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		recyclable materials e.g. boxes, grasses.	
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a dog house. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Learners create a picture or a picture card of a dog and a dog house. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a bird and its nest using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises animals and its shelters. • Learners create a picture of a bird and its nest using recycled materials. 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their shelters.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a bird house or bird feeder using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a bird house or bird feeder using recycled materials. • Learners create and decorate a bird house or a bird feeder using an empty milk carton. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a bird feeder using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Teacher demonstrates how to make a bird house or bird feeder using recycled materials. • Learners create and decorate a bird house or a bird feeder using an empty cold drink bottle. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a bird house. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Learners paint a picture of a bird house. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a bird house using recycled materials. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises animals and their shelters. • Learners paint a picture of a bird house on old newspaper and paste it on a background. 
8-9	VISUAL ARTS Farm and wild animals Visual	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher pastes a poster of animal products and learners must tell from which animals we get those products.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
	literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Look and talk about uses of farm animals. 	
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Look and talk about differences between farm and wild animals. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher displays two posters, one for farm animals and the other for wild animals, learners must look carefully and spot the differences between the two in terms of size.
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine –motor and sensory coordination. • Make a facial mask that shows different senses. • Use art elements of shape and colour in drawing and painting 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Learners trace and paint templates of a sheep, goat, cow, pig and interpret products of animals • Learners make a collage of farm animals and use the products of the animals to decorate the picture. For example egg shells for the hen and wool for the sheep. <p>Example of a template on right</p>



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make a collage on a paper showing different senses including hands. • Interpret body parts in drawing and painting: 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Learners trace a sheep template and paste the body with a cotton wool, paint body parts with different colours. • Learners draw a picture of a wild animal and decorate it with the tracks of that animal for example tracks of an antelope. <p>Example of animal tracks</p>  <p>Example of a sheep using a template and decorated with cotton wool</p> 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises farm animals. • Teacher demonstrates how to make farm animals using recycled 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> Develop craft skills: create farm animals using recycled materials. 	<p>materials.</p> <ul style="list-style-type: none"> Learners create and decorate farm animals using empty tins.
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop craft skills: create farm animals using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher revises farm animals. Teacher demonstrates how to make farm animals using recycled materials. Learners create and decorate farm animals using empty cold drink bottles. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop craft skills: create a picture of a hen using a paper plate and a handprint. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> Teacher revises farm animals. Learners create a picture of a hen using a paper plate and a hand print. 
		Grade 2 with differentiation: Second Year	Grade 2 with differentiation: Second Year

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a duck using a handprint. 	<ul style="list-style-type: none"> • Teacher revises farm animals. • Learners create and decorate a picture of a duck using a handprint and different colours of feathers. 
	Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create animal tracks on balloons. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises animal tracks. • Learners create animal tracks on balloons. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises wild animals. • Learners create and decorate an elephant using card board and folded paper.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 2

- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create an elephant using card board and folded paper.



Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

Grade 2 with differentiation: Term 3

PERFORMING ARTS	
Grade 2 with differentiation: Term 3	Content : Creative games and skills
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Warm up using actions from stories as stimulus: • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. 	<ul style="list-style-type: none"> • Do pony gallops using rhythm and movement • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Develop spatial awareness • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Clap and stamp number rhythms and rhymes in tempo. • Play rhythm, clapping, skipping and singing games in pairs. • Keep a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow). • Do rhythms with long and short note values using body percussions and percussion instruments. • Use percussion instruments to keep a steady beat. • Use body percussion to and/percussion instruments to perform simple rhythm patterns
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.





PERFORMING ARTS	
Grade 2 with differentiation: Term 3	Content : Creative games and skills
Week 1-3 <ul style="list-style-type: none"> Learners warm up: Teacher paste a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the vehicles: Learners jog around with their arms stretched out like the wings of an aeroplane, and when they hear the whistle blow, they row as if they are in a rowing boat. Learners repeat the movement with other modes of transport and the way they move e.g. ambulance Week 4-5 <ul style="list-style-type: none"> Teacher plays a recorded tape with a gallop rhythm: Learners pretend to be horses and when the music starts playing , all horses gallop in a circle, and when music stops, they must all stand still and the when the music starts again they have to turn around and gallop the opposite direction. Learners sit in a circle when the music ends. Teacher plays the tape again and learners have to listen carefully and clap the gallop rhythm 	Week 6-7 <ul style="list-style-type: none"> Teacher demarcate the play area, pairs the learners and plays music while learners do the following movements: Jump around holding hands without bumping to each other and when the whistle blows they freeze and do leap frogs. The movement is repeated and when the teacher blows the whistle three times, the movement ends Week 8-9 <ul style="list-style-type: none"> Teacher divides the class into two groups and asks them to do the following: One group hold the hand bells and rattles and shake them on 4 beats while the other group use skipping ropes to skip 4 times forwards, 4 times backwards, 4 times with left leg and 4 times with right leg. The movement is repeated two times. The groups swop and change the roles
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1-3 <ul style="list-style-type: none"> Learners warm up the body: Teacher pastes a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the 	Week 6-7 <ul style="list-style-type: none"> Teacher divides the learners in two groups. The one group of learners jog in a circle while swinging their arms The second group stands in a square, lift their knees high up

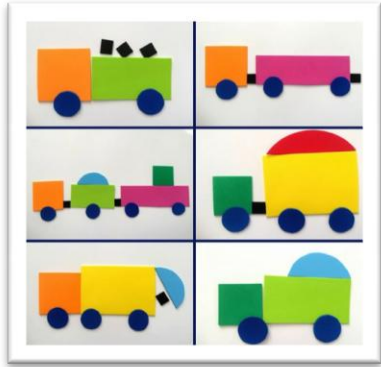

PERFORMING ARTS	
Grade 2 with differentiation: Term 3	Content : Creative games and skills
<p>vehicles:</p> <ul style="list-style-type: none"> Learners pretend to be taxis and when the whistle blows, they ride forward as fast, and when the whistle blow again they switch on their right indicators, stick out their arms and, turn slowly to the right and when the whistle blows again they switch on their left indicators and turn to the right . Learners repeat the movement with another mode of transport. <p>Week 4-5</p> <ul style="list-style-type: none"> Teacher divides learners into two groups, one group is horses and other group is children. Teacher ties a rope around the waists of horses, plays a recorded tape with a gallop rhythm and learners do the following: When the music plays galloping rhythm the horses gallop and the other learners follow jogging. Teacher repeats the music but when the music is slow the horses have to gallop slower and when is fast, they must move faster Learners swop the roles and repeat the movement 	<p>pointing toes, they clap their knees with the hands.</p> <ul style="list-style-type: none"> Teacher blows a whistle after every movement and learners stop and start the movements again and when the teacher blows the whistle three times, the movements end. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher make two circles and then ask learners to do the following: The first circle clap hands and snap fingers loud and soft 4/4 counts, the second circle move round in circles to the left 4/4 times and to the right 4/4 times holding hands, and bend forwards and on the side 4/4 times Learners swop the roles and do the movement again.
Grade 2 with differentiation:	Content: Improve and interpret
<ul style="list-style-type: none"> Demonstrate ability to take on a role in drama - teacher stimulated. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic 	<ul style="list-style-type: none"> Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Clap and stamp number rhythms and rhymes in tempo. Play rhythm, clapping, skipping and singing games in pairs.



PERFORMING ARTS	
Grade 2 with differentiation: Term 3	Content : Creative games and skills
<p>sequences or role-plays.</p> <ul style="list-style-type: none"> • Express moods and ideas through movement and songs. • Use concrete objects to represent others in a dramatic play. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Dramatise a make believe situation or own life experience with movement and songs. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Keep a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow). • Do rhythms with long and short note values using body percussions and percussion instruments. • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Explore music, movement and voice focusing on tempo. • Sing together with the music and dance to the music. • Dramatise own life experience with a song. • Create and imitate sounds effects in stories made by water animals; snake, frogs, whales • Develop listening skills; react to signals, cues, rhymes, and songs. • Use concrete objects to represent other objects in a dramatic play and own life experiences.
Grade 2 with differentiation: First Yea	Activities, techniques, notes, etc.
<p>Week 1-3</p> <ul style="list-style-type: none"> • Learners dramatise crossing the road using the following: made crafted wooden stop sign, 3 sets of card box robots red, green and orange and the toy car. • Teacher gives learners few minutes to think and practice the drama before they perform in class 	<p>Week 6-7</p> <ul style="list-style-type: none"> • Teacher beats a drum accompanying the song • Learners sing the song and march in a circle, stamp feet for short notes and stretch their arms for long notes. <p>Learners role play different occupation regarding the medical field for example doctor, nurse, dentist</p>

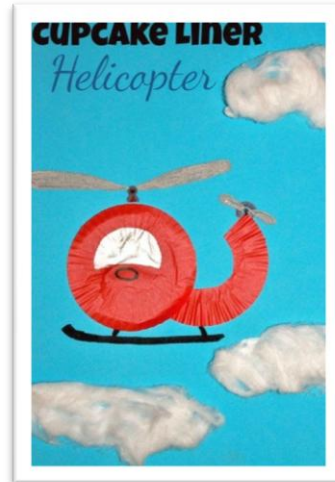
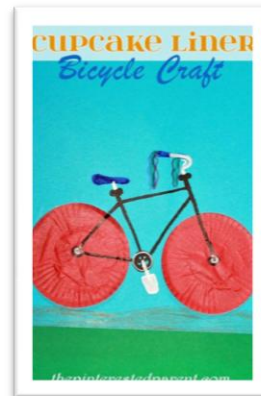
PERFORMING ARTS	
Grade 2 with differentiation: Term 3	Content : Creative games and skills
Week 4-5 <ul style="list-style-type: none"> Teacher narrate a short story about obeying the rules where a child was hit by the car. Teacher takes learners out of the classroom to a school's traffic designed area and guides learners to practice crossing the road safely. Learners use the toy cars to dramatise safety ways of crossing the road. Learners who act as pedestrians must show correct way of crossing on a pedestrian crossing. 	Week 8-9 <ul style="list-style-type: none"> Learners make a song about food processing and storage. Learners sing and dramatize it. Learners use plastic fruits and vegetables to represent others in a dramatic play Learners make fruit salad in class to eat.
Grade 2 with differentiation: Second Year Activities, techniques, notes, etc.	
Week 1-3 <ul style="list-style-type: none"> Learners dramatise getting into a school bus. One learner acts as a driver, another one as a bus assistant and the rest as passengers. Teacher gives learners few minutes to think and practice the drama before they perform in class Week 4-5 <ul style="list-style-type: none"> Teacher chooses characters: (a motorist on a high speed, a child crossing the road not obeying rules, a policeman, traffic officer) to dramatise a story. Learners must practice, rehearse it before the perform the drama. 	Week 6-7 <ul style="list-style-type: none"> Teacher divides learners in two groups, one group sing and beat a drum for long notes, and the other group shake tins for short notes. Learners role play different occupations of their parents for example teacher, taxi driver or shop owner. Week 8-9 <ul style="list-style-type: none"> Teacher chooses few learners to dramatise the kitchen play about processing fruits and vegetables. The characters must show the following processes: chopping onions, peeling potatoes and pumpkin, grating carrots, shredding lettuce. Learners make soup or bake chips in the class to eat.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	VISUAL ARTS Transport Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Respond to questions to show awareness of shape: • Look at the poster about different types of transport and identify shapes. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher puts a poster of different means of transport on the board and learners must describe the shapes of the transport. • Group discussion: learners differentiate between air-road- and rail transport.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Respond to questions to show awareness of shape: 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Learners draw different types of transport focusing on shapes mentioned by the teacher and colour them e.g. a bus-rectangular shape. • Group discussion: learners discuss a specific means of transport for example different boats or different trains.
	Create in 3-D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises transport vehicles used in earlier



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use play-dough/clay to improve fine motor ability; rolling pinching and joining. • Develop craft skills: create a train station using recycled cardboard boxes. 	<p>times.</p> <ul style="list-style-type: none"> • Learners make a model of a donkey cart or an ox wagon with play dough. • Learners do a group activity: build, paint and decorate a train station with trains.  
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: build a train and railway. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises transport vehicles. • Learners use big/small boxes, scraps, glue paper, scissors and matches to construct a station and a train with small and big boxes, and make platforms with shoeboxes lids.  
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises transport vehicles.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: create a picture of a truck using different shapes.. 	<ul style="list-style-type: none"> • Learners build a picture of a truck using different shapes. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: create a picture of a motor vehicle using a footprint and paint. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises transport vehicles. • Learners create a picture of motor vehicles using a footprint and paint. 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises transport vehicles.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a helicopter with recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a helicopter using recycled materials. • Learners create a helicopter using egg cartons, paint and cardboard. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a piggy bank aeroplane using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises air transport. • Teacher demonstrates how to make a piggy bank aeroplane using recycled materials. • Learners create a piggy bank aeroplane using an empty cold drink bottle and cardboard. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a picture of a helicopter using a cupcake liner. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises air transport. • Learners create a picture of a helicopter using a cupcake liner. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises transport vehicles. • Learners create picture of a bicycle using a cupcake liner. 


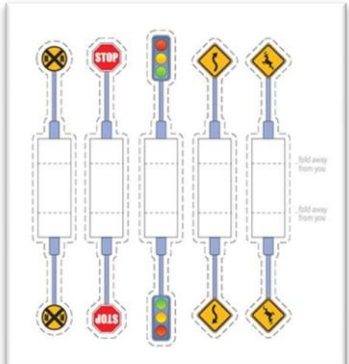
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		recyclable materials: <ul style="list-style-type: none"> • Develop craft skills: create a picture of a bicycle using a cupcake liner . 	
4-5	VISUAL ARTS Road, Traffic, Safety Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Look and talk about how to mix primary colours to make secondary colours. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher pairs the learners and give each pair two primary colours to mix in order to make a secondary colour. • Each pair is given different primary colours for the other pair so as to make different secondary colours • Learners give feedback on the different colours they created.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Identify primary colours that are mixed to make secondary colour. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher displays a picture or photographs and learners identify primary colours that are mixed to make a secondary colour in photographs and pictures. • Learners use a picture or photograph with different traffic signs. Learners discuss the meaning of the different signs as well as the meaning of colour in the signs.


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Talk about different shapes in pictures and photographs. 	
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use art elements; shape and colour in drawing. • Develop crafts skills: create traffic signs using popsicle/ice cream sticks. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs. • Learners create traffic signs using popsicle/ice cream sticks. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: create traffic signs. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs. • Teacher demonstrates how to make traffic signs using cardboard and paint. • Learners receive a cardboard triangle, square, rectangle and octagon and choose any road sign to draw and paint neatly on the cardboard. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
	Create in 2D	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a picture using traffic signs and vehicles. 	Grade 1 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises traffic signs and safety. • Learners receive a big paper, paints, paint brushes, glue, colour pencil, scissors. • Teacher displays some pictures about safety rules for pedestrians and cyclists. • Learners look at the pictures and copy, draw and paint a safety demonstration about cyclists and pedestrians on the road and make a poster that say "Be safe on the road". • Teacher hands out pictures depicting safety rules and learners make a collage with the pictures.



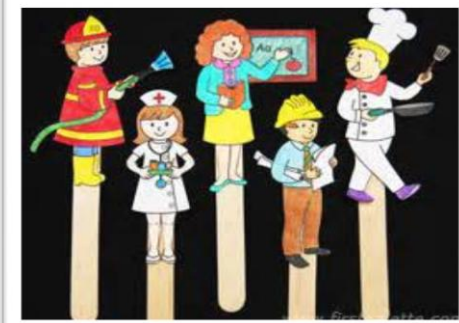
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a picture of a railway crossing road sign. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs. • Learners create a picture of a railway crossing road sign. 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs. • Teacher demonstrates how to make fridge magnets with traffic signs. • Learners create fridge magnet traffic signs. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>recyclable materials:</p> <ul style="list-style-type: none"> • Develop craft skills: create fridge magnets with traffic signs. 	
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a traffic light suncatcher. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises traffic and safety/ • Teacher demonstrates how to make a traffic light suncatcher. • Learners create a traffic light suncatcher. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs and safety. • Learners create a picture with different traffic signs. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>scissors and other tools.</p> <ul style="list-style-type: none"> • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create traffic signs. 	
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a picture of road signs using different shapes and clothes pegs. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises traffic signs and safety. • Learners create traffic signs using different shapes and clothes pegs. 
6-7	<p>VISUAL ARTS</p> <p>People who help us</p> <p>Visual literacy</p>	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher displays a poster about people who help us and the learners name the primary as well as secondary colours. • Teacher shows pictures of photos of different occupations and learners discuss the picture


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Look and talk about primary and secondary colours in pictures and photographs. 	<p>according to the feelings or mood in the picture or photo.</p>
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Look and talk about primary and secondary colours and shape in pictures and photographs 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher displays a poster about people who help us and the learners name the secondary colours and explain which primary colours were mixed to make secondary ones. • Teacher shows pictures or photos of a collage made with different occupations. Learners discuss line, shape, form and colour of the pictures or photos.
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop fine motor and sensory coordination; manipulating scissors and other tools. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises people who help other people. • Learners cut out pictures of people who help other people, paste them on a large chart and make a poster. • Learners choose one occupation and make a collage about the






VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Draw and paint pictures using premixed tempera paint in primary and secondary colours. • Colour own interpretation to drawings using wax crayons, oil pastels or paint. • Create freely using recyclable materials • Cut out pictures of people who help us. 	<p>occupation</p> <ul style="list-style-type: none"> • Learners discuss their collage in class.
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and paint pictures using premixed tempera paint in primary and secondary colours. • Colour own interpretation to drawings using wax crayons, oil pastels or paint. • Create freely using recyclable materials; • Create a mobile about people who help other people. 	<p>Grade 2 with differentiation: Second Year</p>  <ul style="list-style-type: none"> • Teacher revises people who help other people. • Learners cut out pictures of people who help other people, paste the pictures on ice cream sticks and create a mobile.
	Create in 3D	Grade 2 with differentiation: First Year	Grade 2 with differentiation: First Year


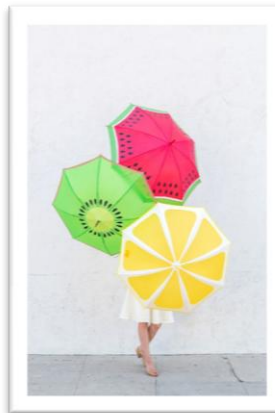

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create pictures on stones of people who help other people. 	<ul style="list-style-type: none"> • Teacher revises people who help other people. • Learners create pictures on stones of people who help other people. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises people who help other people. • Teacher demonstrate s how to make a school building using recycled materials. • Learners 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> Develop craft skills: build a school building with recycled materials. 	create a school building using recycled cardboard boxes.
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop fine motor and sensory coordination; manipulating scissors and other tools. Create freely using a range of materials; small boxes; recyclable materials: Develop craft skills: create masks of people who help other people. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> Teacher revises people who help other people. Learners create masks of people who help other people. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop fine motor and sensory coordination; manipulating 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher revises people who help us. Learners create a picture of a police officer. Learners colour different parts 


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>scissors and other tools.</p> <ul style="list-style-type: none"> • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a picture of a police officer 	<p>of the picture, cut and paste it.</p>
	Create in 3D	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create a wooden spoon family. 	<p>Grade 1 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises the family as part of the people who help us. • Teacher demonstrates how to make a wooden spoon family that can be used as puppets. • Learners create a family using wooden spoons, fabric and paint 
		<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises people who help other people. • Teacher demonstrates how to make wooden spoon puppets of different people who help other people.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Create freely using a range of materials; small boxes; recyclable materials: • Develop craft skills: create puppets with wooden spoons. 	<ul style="list-style-type: none"> • Learners create wooden spoon puppets of people who help other people. 
8-9	VISUAL ARTS Fruit and vegetables Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to questions on awareness of colour and shape 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher puts a poster of geometric shapes with different colours and ask learners questions based on that: • What colour is the small triangle. • Point at a circle; square etc. • Teacher shows pictures and photos of fridge magnets depicting fruit. • Learners discuss the colour, size and shape of the magnets.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher display plastic fruits and vegetables on the table and lets learners tell which ones have same shape/same colour. • Teacher shows pictures and photos of fridge magnets depicting vegetables.

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to questions on awareness of colour and shape 	<ul style="list-style-type: none"> • Learners discuss the colour, size and shape of the magnets.
	Create in 3-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create fruit fridge magnets. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make fridge magnets using bottle caps. • Learners make a fridge magnet of fruit using bottle caps. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create fridge magnets using epoxy or resin. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make fridge magnets using epoxy or resin. • Learners make fridge magnets of vegetables using epoxy or resin. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade 2 with differentiation: First Year</p>

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make gift wrap with vegetable print. 	<ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create gift wrap using vegetable print and paint. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of umbrellas with sliced fruit. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create a picture of umbrellas with sliced fruit. 
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make fruit and vegetables using polymer clay. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<ul style="list-style-type: none"> • Develop craft skills: create fruit or vegetable using polymer clay. 	<ul style="list-style-type: none"> • Learners create fruit and vegetables using polymer clay.
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a clay bowl with fruit and vegetables. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make a fruit bowl using polymer clay with fruit and vegetables. • Learners create a fruit bowl with fruit and vegetables using polymer clay. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of fruit using a collage of coloured paper. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create a picture of fruit using a collage of coloured paper. 


VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 3			
		<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a vegetable using fingerprint and paint. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create a picture of a vegetable using fingerprint and paint. 
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>			

Grade 2 with differentiation: Term 4

PERFORMING ARTS	
Grade 2 with differentiation: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Warm up, the body using level(high, low and medium) such as Crawl like a worm, roller skating • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. 	<ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> • Teacher gets two learners to hold a skipping rope on both sides on a low level, then hold it upon a medium and lastly on high level. • The rest of the learners make a row and jump over the skipping ropes on 3 levels, the one who touches it, will exchange with the one holding the skipping rope. 	Week 6-7 <ul style="list-style-type: none"> • Teacher ask learners to do the following: <ul style="list-style-type: none"> ○ Make a row and follow a leader to ○ Jump around freely with one leg. ○ Jump, and skip exchanging legs with a different action then ○ Stand on one leg such as being a heron on counts of 10 the


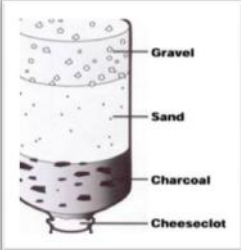

PERFORMING ARTS	
Grade 2 with differentiation: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> Crawl like a worm under a skipping rope pretending to pick small beads fallen down. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher asks learners to do the following body shapes: <ul style="list-style-type: none"> Swing arms in a full circle from left to right and right to left. Make a full, swing circle movement with one arm Sit down with feet touching each other with their bottom part. Put hands above their heads with palms touching each other. 	<p>exchange the leg and repeat the movements two times.</p> <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher asks learners to bring leaves to do the following cool down exercises: <ul style="list-style-type: none"> Breath in and hold for 3 seconds and breath out slowly, Repeat the breathing with 5 seconds. Breathe in deeply for 7 seconds and out while blowing the leaves.
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher marks a demarcated area, ask learners to do the following: <ul style="list-style-type: none"> Run within an area as fast as they can, jump as high to try and catch Frisbee. Jump 3 times, first low, secondly medium then thirdly high pretending to catch a Frisbee. The teacher blows a whistle in between let them freeze to regain balance and start jumping again. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher asks learners to do the following body shapes: <ul style="list-style-type: none"> Stretch both arms bend them in front of your body and put one on top of the other to make a square. 	<p>Week 6-7</p> <ul style="list-style-type: none"> The teacher places two hoops on the ground and divides learners into two groups. Learners jump around freely on one leg. Each group makes a row, they jump with one leg in and out, and the teacher blows a whistle to regain balance and exchange legs. Learners repeat the action but with arms stretched out on both sides. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher asks learners to bring the balloons to do the following cool down exercises: <ul style="list-style-type: none"> Breath in and hold for 3 seconds and breath out slowly,



PERFORMING ARTS	
Grade 2 with differentiation: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> ○ Bend your body, stretch legs and let your fingers touch the ground to make a square. 	<ul style="list-style-type: none"> ○ Repeat the breathing with 5 seconds. ○ Breathe in deeply for 7 seconds and out while inflating air into the balloon and deflating it. ○ Learners blow bubbles and try to catch the bubbles.
Grade 2 with differentiation:	Content: Improvise and interpret
<ul style="list-style-type: none"> • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Mime actions that resemble the need for food, clothes, shelter. • Express moods and ideas through movement and songs. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing and/or play an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music. • Focus on music from a variety of South African forms: improvise and create music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns.. • Listen to a story and interpret moments in the story through facial expressions, movement and appropriate sound effects • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative 	<ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Do mime actions about different ways of communication including sign language. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Do spatial awareness through movement with or without sound effects.

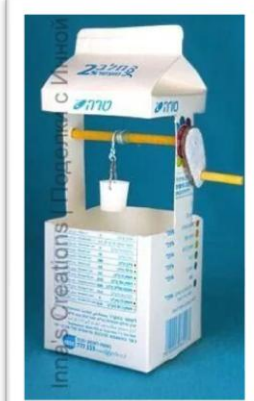


PERFORMING ARTS	
Grade 2 with differentiation: Term 4	Content : Creative games and skills
drama games.	
Grade 2 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> The teacher narrates a story about water, explains to the learners about the necessity of saving water and having clean water. Teacher gives learners a few minutes to think about the ways of misusing water and how to save water. Learners practice to mime actions on water misuse and saving water before they present it in front of the class. Week 3-5 <ul style="list-style-type: none"> The teacher tells a story about the National Anthem; Enoch Sontonga; , CJ Langenhoven; where and when do we sing the National Anthem. Learners learn the lyrics of the National Anthem and sing it. Teacher plays a recorded tape with the music of the National Anthem. Learners pay respect and sing with the recording. 	Week 6-7 <ul style="list-style-type: none"> Teacher explains to learners about communication in the past and present, and also about auditory (cell phone, radios) and visual ways of communicating (sign language, TVs, computers) and shows a poster about sign language. Learners mime actions about different ways of communication including sign language. When a learner mimes a sign language, the others must answer verbally.  Week 8-9 <ul style="list-style-type: none"> Learners listen to 4 spatial concepts instructions and carry them out. <ul style="list-style-type: none"> Stand in front of the chair; walk behind the chair; crawl under chair; sit on the chair. Repeat the instructions but with the different objects. Learners sing a song about night life for example twinkle twinkle little star and do actions with the song.
Grade 2 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1-2	Week 6-7


PERFORMING ARTS	
Grade 2 with differentiation: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> Teacher gives learners few minutes to think about the ways of purifying water and practice mime actions based on the topic Learners mime actions about boiling water, adding chemicals, filtering a swimming pool or making a water filter. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher divides the learners into three groups and while listening to the recorded National Anthem, each group must interpret different moments and events where the song is sung e.g. at sport events (2010 world cup in South Africa) political meetings/funerals, festivals. 	<ul style="list-style-type: none"> Teacher chooses 3 learners to mime an action about cyber bullying where 2 learners are teasing another one by means of cell phones and bully the child. Teacher gives them a few minutes to practice before miming in front of the class. Learners play the game of telephone where they sit in a row and whisper a message to the learner next to them. It is fun to hear what the message is at the end of the row. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher asks learners to move freely in different directions, and change directions to avoid bumping at each other. Teacher pastes pictures of spatial concepts on the board and each learner must look at them and whenever the teacher blows the whistle the learners must move or carry out different spatial instructions. Learners learn a poem about night life and dramatise the poem.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Water Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name specific colour and shape 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher asks learners to look around the classroom and name the shapes and colours he/she mentions. • Learners name pictures with same colours and different things with same shapes e.g. a ruler and a chalkboard duster etc. • Teacher puts word related to water for example ice, rain, hail in ice blocks. Learners must defrost the ice block and read the words.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Name specific colour and shape 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher gives out worksheet about different shapes and learners must colour them according to the colours mentioned by the teacher. • Group discussion on different ways to filter water. • Teacher shows an example of a water filter. Learners discuss the textures of the sand and stones used in the filters.
	Create in 3-D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion on the ocean and animals and plants that lives in the ocean. • Teacher demonstrates how to make an ocean in an

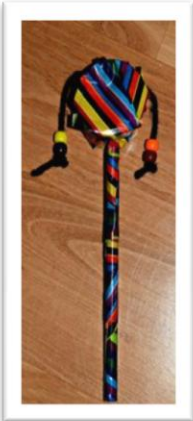
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create an ocean in an egg carton. 	<p>egg carton.</p> <ul style="list-style-type: none"> • Learners create their own ocean in an egg carton. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: make a water filter. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher must ask the learners to bring the materials beforehand (Learners use cut off plastic bottles, small pebbles, gravel, charcoal, sand) <ul style="list-style-type: none"> ○ Teacher guide and help learners how to make a filter as follows: ○ Cut off the bottom part of the plastic bottle ○ Turn the bottle upside down so that its neck faces downward ○ Put gravel or small stones in the bottle ○ Top it up with coarse sand ○ Put right sand right on top of it.  




VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
			<ul style="list-style-type: none"> ○ Pour the muddy water in and let it filter again.
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of sailboats on the water using oil pastels. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water transport. • Learners create a picture of sailboats on water using primary and secondary colours. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a sea horse in the ocean. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises water animals and water resources. • Learners create a picture of a water animal using oil pastels, crayons or water colour paint. 
	Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises water resources. • Teacher demonstrates how to create a water well using recycled materials.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a water well using recycled cardboard boxes. 	<ul style="list-style-type: none"> • Learners create and decorate a water well using recycled milk cartons. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a water wheel using recycled materials. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises water. • Teacher demonstrates how to make a water wheel using recycled materials. • Learners create and decorate a water wheel using recycled cardboard boxes. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: paint and print with ice. 	<p>water.</p> <ul style="list-style-type: none"> • Teacher demonstrates how to paint with ice and make a print using ice and water colour paint. • Learners create a picture using ice painting.
		<p>Grade 2 with differentiation: Swcond Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the water cycle. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the water cycle. • Learners create a picture of the water cycle. 
3-5	VISUAL ARTS Our Country Visual literacy	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Look and talk about illustrations. • Name specific shapes and colour;(light and dark colours, geometric shapes) within the S.A Flag. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Learners name specific shapes and colour;(light and dark colours, geometric shapes) • Teacher displays a South African Flag and learners must mention the light and dark colours as well as the geometric shapes that appear on the flag. • Teacher discusses the symbols in the flag and the meaning of the colours used in the flag.
		<p>Grade 2 with differentiation: Second Year</p>	<p>Grade 2 with differentiation: Second Year</p>





VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name contrast through answering questions. 	<ul style="list-style-type: none"> • Learners name specific shapes and colour;(light and dark colours, geometric shapes) within the South African Flag and the Coat of Arms. • Learners discuss the symbols used in the Coat of Arms and the meaning of each symbol.
	Create in 2-D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use art elements; shape and colour in drawing. • Develop craft skills: use printmaking to create an informal pattern. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises the nine provinces of the country • The learners make colourful hand prints of nine different colours on an A3 paper and on each pair of hand prints, they write the name of province and the capital city of the province. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher hands out work sheets about national symbols. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Draw and give own interpretation of drawings. • Use art elements; shape, texture and colour in drawing and painting. • Develop craft skills: Draw and paint using the weeks topic. 	<ul style="list-style-type: none"> • Learners draw and paint boarder pattern on an A4 paper, and trace one of the national symbols inside the frame and paint it.(The teacher allows learners to choose different symbols to trace).
	VISUAL ARTS Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create an indigenous musical instrument. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises indigenous musical instruments. • Teacher demonstrates how to make an indigenous musical instrument. • Learners create an indigenous musical instrument for example an African spirit drum. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises traditional weapons. • Teacher demonstrates how to make a traditional weapon using recycled materials.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create an traditional Shield using recycled materials. 	<ul style="list-style-type: none"> • Learners create a traditional weapon for example a traditional shield. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a traditional African print. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises traditional African prints. • Learners create a picture with a traditional African print. 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises traditional African patterns. • Learners create a pattern used on a traditional African necklace. 



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a pattern used on a traditional African necklace. 	
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a pin button of the South African flag using epoxy or resin. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises the colours of the South African flag. • Teacher revises working with epoxy or resin. • Teacher demonstrates how to make a pin button of the South African Flag using epoxy or resin. • Learners create a pin button of the South African flag using resin or epoxy. 
		<p>Grade 2 with differentiation: Swcond Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the colours of the South African Flag. • Teacher demonstrates how to use beading to decorate a pen and a pencil. 




VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Develop craft skills: decorate a pen or a pencil with the colours of the South African flag using beads. 	<ul style="list-style-type: none"> • Learners decorate a pen or a pencil with the colours of the South African Flag using beads.
6-7	VISUAL ARTS Communication in our world Visual literacy	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Name specific shapes and colour;(light and dark colours, geometric shapes) and contrasts through answering questions 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher hands out a worksheet with different ways of communications and learners must tell specific shapes and draw a specific shape next to a picture e.g. a TV is rectangular etc. • Group discussion on old and new ways of communication for example fax machines, telephones, tablets, cell phones.
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Name specific shapes and colour;(light and dark colours, geometric shapes) and contrasts through answering questions 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher gives out a worksheet with different shapes and colours and learners must cut them out, sort them according to specific shapes and also according to specific colours, and paste the shapes on a chart. • Teacher shows examples of post stamps and discusses the symbolic meaning of some of the stamps as well as new ways to communicate for example email or fax.
	Create in 3-D	Grade 2 with differentiation: First Year	Grade 2 with differentiation: First Year


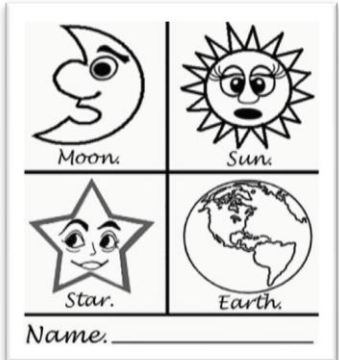
VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: Use clay modelling informally. 	<ul style="list-style-type: none"> • Teacher revises communication instruments. • Teacher demonstrates how to make a cell phone with polymer clay. • Learners model clay informally and make a cell phone as a means of auditory communication. <div>   </div>
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine motor and sensory coordination; manipulating scissors and other tools. • Develop craft skills: Use greater detail in play dough/clay modelling; rolling, pulling, pinching 	<p>Grade 2 with differentiation: Second Year</p> <div>   </div> <ul style="list-style-type: none"> • Teacher revises communication instruments. • Teacher demonstrates how to make a computer using polymer clay. • Learners create a computer/TV as a means of visual communications.
	Create in 2D	Grade 2 with differentiation: First Year	Grade 2 with differentiation: First Year

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture using the sign language for “I love you”. 	<ul style="list-style-type: none"> • Teacher revises sign language skills. • Learners create a picture using the sign language for “I love you”. 	
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create different sign language words using card board and straws. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises sign language skills. • Learners create different sign language words using card board, a handprint and straws. 	



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
	Create in 3D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a telephone using recycled materials. 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises communication instruments. • Teacher demonstrates how to make a telephone using recycled boxes. • Learners create and decorate a telephone using cardboard boxes 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a “telephone” using recycled tins. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises communication instruments. • Teacher demonstrates how to make a “telephone” using recycled tins and rope. • Learners create and decorate a “telephone” using recycled tins and rope. 
	Create in 2D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises methods of communication.



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create sticky note clipboards. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make sticky note clipboards. • Learners create sticky note clipboards using coasters, scrapbook paper and binder clips.! 
		<p>Grade 2 with differentiation: Swcond Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create cards demonstrating the sign language of the picture. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises communication methods. • Learners create cards demonstrating the sign language of the picture. 
8-9	<p>VISUAL ARTS</p> <p>Night life</p> <p>Visual literacy</p>	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space 	 <p>Grade 2 with differentiation: First Year</p>



VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
		<p>and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Name specific shapes and colour;(light and dark colours, geometric shapes) and contrasts through answering questions; • Identify night animals in pictures. 	<ul style="list-style-type: none"> • Teacher displays three pictures and learners must name shapes, colours and explain contrast in each picture. • Learners discuss the contrast between light and dark. • Learners discuss creatures living in the dark 
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Name specific shapes and colour ;(light and dark colours, geometric shapes) and contrasts through answering questions. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher gives out worksheets about sun, moon, stars and the earth they must colour to show contrast light and dark colours. 
	Create in 2-D	<p>Grade 2 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	<p>Grade 2 with differentiation: First Year</p>

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4

		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop fine –motor and sensory coordination. • Use art elements of shape and colour in drawing and painting. • Develop craft skills: Draw and paint pictures using the week's topic. • Develop craft skills: create a picture of night life. 	<div data-bbox="1249 259 1522 511"> </div> <div data-bbox="1606 259 1869 511"> </div> <ul style="list-style-type: none"> • Teacher revises people who work at night as well as night animals. • Learners draw pictures of people who work at night as well as night animals for example an owl or a hamster. • Learners create a picture of night life by using black paper and paste moon and stars with gold paper of foil on the picture.
		<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use colour to create a pattern. • Develop craft skills: create a picture of night life. 	<p>Grade 2 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises night life. • Learners create a picture of night life with moon, stars and night animals for example a night owl. <div data-bbox="1228 1193 1512 1388"> </div> <div data-bbox="1522 1104 1900 1388"> </div>

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
	Create in 2D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a night animal for example a bat.. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises night animals. • Learners create a picture of a night animal using cupcake liners for example a bat. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the moon using puffing paint. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises night life. • Teacher demonstrates how to make puffing paint. • Learners create a picture of the moon using puffing paint. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
	Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create moon rocks.. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises night life. • Teacher demonstrates how to make moon rocks. • Learners create moon rocks using bicarbonate of soda and glitter. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a night animal using natural materials for example a pine cone. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises night animals. • Teacher demonstrates how to make an owl using a pine cone. • Learners create a night animal using natural materials for example an owl. 

VISUAL ARTS GRADE 2 WITH DIFFERENTIATION Term 4			
	Create in 3D	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a moon and stars mobile. 	Grade 2 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises night animals. • Teacher demonstrates how to make a moon and stars mobile. • Learners create a moon and stars mobile. 
		Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create an owl using polymer clay. 	Grade 2 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises night animals. • Teacher demonstrates how to make an owl using polymer clay. • Learners create an owl using polymer clay. 

FORMAL ASSESSMENT TASK: GRADE 2 DIFFERENTIATED

GRADE 2 WITH DIFFERENTIATION: TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activities (first year) and
 - Two Performing Arts activities (second year)and report on 2 different assessment goals in each.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

PERFORMING ARTS

Creative games and skills

Choose one activity for each term and reflect on two (2) assessment goals for the activity.

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs.

- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Explore** music, movement and voice focusing on pitch.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo.
- **Sing** together with the music and dance to the music

Improvise and interpret

Choose one activity for each term and reflect on two (2) assessment goals for the activity.

- **Use** the voice and body imaginatively in drama exercises and games.
- **Learn** and **perform** simple dance steps from dances in the immediate environment
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms
- **Improvise** stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Convey** feelings and ideas through facial expression and gesture
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** moods and ideas through movement and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.

- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo:
- **Sing** together with the music and dance to the music.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Express** and **describe** feelings in response to a drama, story or event

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Create** a 2D art work using paint, footprints, handprints.

- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.

Create in 3D

Assess two assessment goals in each during each term

- **Respond** to and **discuss** images, designs and craft objects used in popular culture in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Build** a 3D art work using juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes
- **Create** a 3D art work using natural materials or recycled materials.

Creative Art

Grade 3 with differentiation: Term 1

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 with differentiation: Term 1	
Content : Creative games and skills <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body..• Cool down exercises; candle melting, balloon deflating• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.	<ul style="list-style-type: none">• Sing vowels, rhymes and tongue twisters to warm up the voice.• Warm up the voice with creative games.• Warm up the voice; breathing exercises• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing songs found in the immediate environment.• Sing songs and makes music to express a variety of ideas, feelings and moods.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Explore music, movement and voice focusing on tempo:• Sing together with the music and dance to the music.• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.• Body awareness exploring space and direction such as below, behind, above.

PERFORMING ARTS Grade 3 with differentiation: Term 1	
<ul style="list-style-type: none"> Sing songs, rounds and canons in a choir to warm up the voice 	
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher takes learners out of the classroom to the play area. The learners run freely around the play area until the teacher blows a whistle. Learners stand in a circle and do the following moves: <ul style="list-style-type: none"> Swing both arms five times forwards and five times backwards Stand on one leg and swing the other leg to the left and to the right. Switch legs and do same movements. Do sidekicks inside and outside the circle. Rotate the head to the left and to the right The teacher blows a whistle for every movement that begins and ends. Learners jog back to the class. Teacher gives each learner a balloon and gives the learners the following instructions: <ul style="list-style-type: none"> When the music starts playing, walk freely. When the music plays louder inflate the balloon When the music plays softer deflate the balloons. The movement must be repeated two times. 	<p>Week 3 – 4 (continue)</p> <p>Uneven Rhythm:</p> <p>Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p>Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).</p> <p>Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p>Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p>Swing - a pendular motion of a body part that can move forward and backward or side to side.</p> <p>Twist - a partial rotation of body parts around an axis</p> <p>Turn - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p>

PERFORMING ARTS

Grade 3 with differentiation: Term 1

Week 3-4

- The teacher will demarcate area beforehand and ask the learners to do the following movements :
 - Jump, walk, run forwards and backwards.
 - The learners do the actions freely.
 - The teacher will blow and stop the whistle for every action.

Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.

Even Rhythm:

Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.

Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.

Hop - The hop requires a push-off from one foot and landing on the same foot.

Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off

Shake - a short quick vibrating movement in a body part or the whole body.

Bend - a flex of a body part at a joint

Stretch - extending a body part or the whole body

Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.

Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway.

Week 5-6


- Teacher gives each learner a piece of toilet paper , ask them to sit in a circle, each learner blows a piece of toilet paper as far as he/she can in the air and keep it there for 3 counts.
- Learners hold their breath until the teacher blows a whistle.
- Learners repeat the action for the second time and this time the teacher puts toy candles on each tables and learners blow candles holding breath for 6 counts.

Week 7-9

- Teacher revises tempo in music.
- Learners keep a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.

PERFORMING ARTS Grade 3 with differentiation: Term 1	
and the landing. Can be combined with a run or walk.	
Grade 3 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> Teacher places bean bags/ ropes /lines in one row. Learners run freely around the play area until the teacher blows a whistle. Learners stand in one row and do the following: <ul style="list-style-type: none"> Walk five steps forward and five steps backwards with arms stretched out sideways along the rope. Walk zig-zag between the ropes/beanbags Jump zig-zag between them Teacher blows a whistle for every movement that begins and ends. Learners jog back to the class. Teacher gives learners instructions before they do the movement: <ul style="list-style-type: none"> When the music starts playing, walk freely. When the music plays louder shrink slowly When the music plays louder grow slowly. The movement is repeated two times. Week 3-4 <ul style="list-style-type: none"> Teacher will let learners stand in a circle and do the following movements: <ul style="list-style-type: none"> Stand on one leg and swing the other one left and right and switch legs. 	Week 5-6 <ul style="list-style-type: none"> Teacher guides and asks learners to do the following exercises: <ul style="list-style-type: none"> Sit still, breathe in, hold for 1 count and breathe out; breathe in hold for 3 counts, breathe out. Learners hold their hands on their ribs, breathe in deeply and out on 6 counts. Learners breathe in deeply and out without pulling up shoulders Week 7-9 <ul style="list-style-type: none"> Teacher revises body awareness. Learners explore space and directions such as below, behind, above using bodies or obstacles

PERFORMING ARTS Grade 3 with differentiation: Term 1	
<ul style="list-style-type: none"> ○ Swing shoulder and make wrists circles. ○ Sway arms left and right. ○ The teacher will blow and stop the whistle for every action. 	
<p>Content: Improve and interpret</p> <ul style="list-style-type: none"> • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express moods and ideas through movement and songs. • Singing indigenous songs using appropriate movements and dramatization • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Dramatise, make up short stories based on a box of interesting objects. 	<ul style="list-style-type: none"> • Develop short sentences of a dialogue discussing children's rights and responsibilities. • Explore shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc. • Mime different emotions. • Dramatise a situation to show a specific emotion. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Singing indigenous songs using appropriate movements and dramatization
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> • The teacher reads and narrates a story about Nelson Mandela from 	<ul style="list-style-type: none"> • Teacher must make sure that an emotion is not repeated and every time a specific emotion has been mimed, the rest of the class guess

PERFORMING ARTS Grade 3 with differentiation: Term 1	
<p>child hood to adulthood, explains to the learners about order of events.</p> <ul style="list-style-type: none"> The learners are also asked to talk about themselves, when they at crèche up to Grade 3. <p>Week 3-4</p> <ul style="list-style-type: none"> Teacher groups learners into 3/4 members and ask each group to pick out any object to use as a prop in their role play. Each group is given few minutes to prepare and practice their role play before they perform. <p>Week 5-6</p> <ul style="list-style-type: none"> Teacher revises action words and movements. Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc. Teacher asks the learners to make a circle. Teacher asks volunteers to get inside the circle and let them think about different situations causing different emotions. Learners practice these emotions. Learners mime an emotion of his/her choice. 	<p>and name the emotion.</p> <ul style="list-style-type: none"> Teacher displays it on the board and make a cross to indicate that it must not be repeated. <p>Week 7-9</p> <ul style="list-style-type: none"> Teacher revises nursery rhymes. The learners perform various nursery rhymes. Teacher teaches learners a rhyme about growing up, e.g. "I was a little child, not knowing how to speak....." 
Grade 3 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher revises timeline by giving learners the opportunity to talk about themselves, when they at crèche up to Grade 3. Learners elaborate further about family activities e.g. family 	<ul style="list-style-type: none"> Teacher asks learners to dramatise one of the emotions. Teacher divides class into small groups of learners, give each group a few minutes to practice an emotion and what caused it before they perform it in class.

PERFORMING ARTS**Grade 3 with differentiation: Term 1**

feasts/parties, weddings, own birthday party, school activities like cultural days.

- Learners sing indigenous song related to a specific activity for example cultural days.

Week 3-4

- The teacher puts a box of plastic models of rights and responsibilities, divides the class into two groups, give them few minutes to prepare a dialogue before they perform.
- The sentences must be based on children s rights and responsibilities.

Week 5-6



- Teacher revises action words and movements.
- Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc.
- Learners create their own action words and movements to mime.
- Teacher plays sounds of different emotions on the tape (e.g. crying, laughing, angry, shouting, and screaming).


Week 7-9

- Teacher puts a box of empty containers of toiletry items as a tool to make them aware of puberty stage e.g. deodorants, shampoo, shaving foam, razor, and washcloth, new clean underwear for both boys and girls.
- The learners are asked to choose an item and create short rhyme by completing the following sentences:
 - With tune of Twinkle -Twinkle little Star
 - This is a.....
 - I use it for.....
 - It is used by(male/female)
 - It helps with.....
- The teacher guides and make groups of girls and boys to prepare and practice the rhymes before they perform it in class.




VISUAL ARTS GRADE 3 Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Me and my Timeline Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: learners talk about their own timeline. • Teacher shows examples of timelines. • Learners discuss the timelines and focus on colour, materials used and shape.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: learners talk about their timeline at school. • Teacher shows examples of timelines at school. • Learners discuss the timelines and focus on colour, materials used and shape.



VISUAL ARTS GRADE 3 Term 1			
		community.	
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw a picture of self-using different media, thick wax crayons or a chalk. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • The teacher asks learners to draw pictures/sketches of self-showing timeline developmental stages. • (The stages can include from a baby, crawling baby, school going age, up to Grade 3). <div data-bbox="1281 597 1627 885" data-label="Image"> </div> <div data-bbox="1281 906 1627 1149" data-label="Image"> </div> <div data-bbox="1627 792 1948 1036" data-label="Image"> </div> <p>Examples of a timeline activity for the learners:</p>
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Learners draw and paint sketches or pictures of own at school showing school routine.eg at the assembly, in class, eating time, break time, sports time etc. • Learners create routine or timeline boards that can



VISUAL ARTS GRADE 3 Term 1			
		<p>express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Draw and paint pictures of self - interacting with others, using different media, thick wax crayons. • Create timeline boards. 	<p>be used every day but can vary everyday according to the schedule of the day.</p> 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials, emphasis on geometric shapes. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • The learners find or draw pictures of themselves and cut them out, pin them on a string in a sequence. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • The learners draw pictures of own timeline activities on an A3 paper, paint and cut them out and construct a photo frame in geometric shape and frame the pictures.


VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Construct a photo frame using recyclable materials, emphasis on geometric shapes. 	<ul style="list-style-type: none"> • Learners use popsicle/ice cream sticks to create the frame of the picture. <p>Suggested examples:</p> 
3-4	VISUAL ARTS Me and my Rights and my Responsibilities Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise the South African flag and discuss the symbolic meaning of the colours of the flag. • Group discussion: revise the Coat of Arms and discuss the symbolic meaning of the Coat of Arms. • Teacher shows examples of craft items related to the South African flag and learners discuss the images, designs and craft objects in terms of content and materials used.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: learners talk about children's rights. • Teacher shows examples of children's rights and learners discuss images, designs and craft objects related to children's rights.

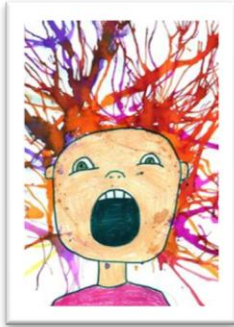
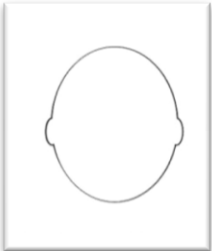

VISUAL ARTS GRADE 3 Term 1			
		<p>pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <ul style="list-style-type: none"> • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw and paint a picture using the colours of the South African Flag and discuss the colours and shapes. 	<p>Grade 3 with differentiation: First Year</p> <div data-bbox="1297 574 1692 867" data-label="Image"> </div> <ul style="list-style-type: none"> • Learners trace the outline of South African map on an A4 chart. • Learners trace or colour the coat of arms. • They also identify and discuss the colours and shapes found on the coat of arms. • Learners paint the South African flag using the craft of splattered paint. <div data-bbox="1562 964 1944 1240" data-label="Image"> </div>
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion on human rights and children's



VISUAL ARTS GRADE 3 Term 1			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw and paint pictures resembling children rights and responsibilities house, food, clinic/hospital, school colour with primary and secondary colours. 	<p>rights and responsibilities.</p> <ul style="list-style-type: none"> • Learners draw pictures about human and children's rights and responsibilities and   <p>paint them.</p> <p>Suggested activities</p>
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials and paper maché , emphasis on geometric shapes. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make small balls with paper mach • The teacher guide and help learners to make small balls with paper maché and make a broach. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses images made from the colours



VISUAL ARTS GRADE 3 Term 1			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials, emphasis on geometric shapes. 	<p>of the South African flag.</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make a heart pendant with beads using the colours of the South African flag. • Learners make their own heart using the colours of the South African Flag. 
	<p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a group activity using fingerprints. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses human rights and children's rights and responsibilities. • Group project – fingerprints of all learners in the class to show that all children are different but equal. 


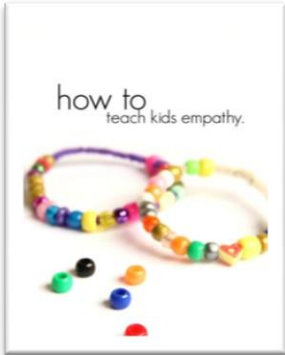
VISUAL ARTS GRADE 3 Term 1			
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a group activity using handprints. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses human rights and children's rights and responsibilities. • Group project – handprints of all learners in the class to show that all children are different but equal depicting children's day. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a family bowling game. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: National children's day. • Teacher demonstrates how to make a family bowling game. • Learners use empty paper towel rolls and pictures of their family to make a family bowling game. 

VISUAL ARTS GRADE 3 Term 1			
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a suncatcher using falling leaves. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: National children's day and activities that families can do together. • Teacher demonstrates how to make a suncatcher with falling leaves. • Learners create a suncatcher with falling leaves. 
5-6	VISUAL ARTS My feelings and Emotions Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different emotions. • Teacher shows pictures and photos depicting different emotions. • Learners discuss the pictures and photos in terms of content, line, shape and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different emotions. • Teacher shows images, pictures and craft objects depicting different emotions. • Learners discuss the pictures, images and craft objects in terms of colour, texture, space and materials used.

VISUAL ARTS GRADE 3 Term 1			
		contrast and meaning.	
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Paint own portrait adding features eyes, ears nose etc. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • The teacher gives each learner an outline of a face and asks them to add the missing parts by drawing and painting them to make a complete face. • Learners paint a self portrait using watercolour and straws.  
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw pictures of self-using different media. Showing different emotions. • Create personal thermometer. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Each learner is asked to draw how he/she feels on the day. • Teacher discusses and demonstrates how to make a personal thermometer. • Learners create their own personal thermometer. 

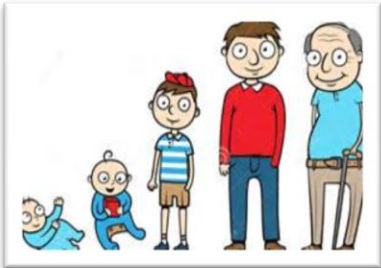


VISUAL ARTS GRADE 3 Term 1			
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make fridge magnet depicting emotions. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a fridge magnet using epoxy or resin. • Learners create different emotion fridge magnets using epoxy or resin. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a paper “fortune teller”. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a paper “fortune teller”. • Learners make a paper “fortune teller” showing different emotions. 

VISUAL ARTS GRADE 3 Term 1			
	VISUAL ARTS Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create different emotions using froot loops. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Learners create different emotions using froot loops. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a friendship or caring card. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Learners create a friendship or caring card . 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make emotion discovery bottles. • Learners make an emotion discovery bottle.


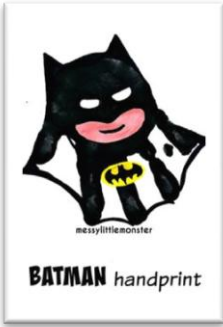
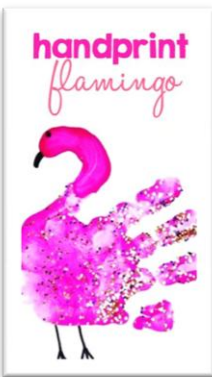
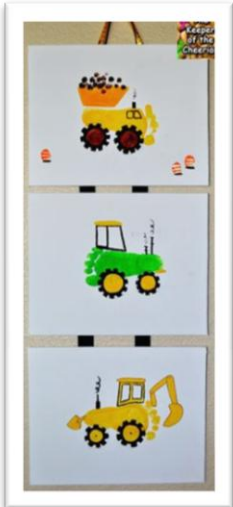
VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create an emotion discovery bottle. 	
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an empathy bracelet. 	<p>Grade 3 with differentiation: Second Year</p>  <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make an empathy bracelet. • Learners create an empathy bracelet
7-9	<p>VISUAL ARTS</p> <p>Changes in me</p> <p>Visual literacy</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses the differences between boys and girls. • Teacher shows images, designs and craft objects depicting the difference between boys and girls. • Learners discuss the images and craft objects in terms of content, line, shape, form and colour.





VISUAL ARTS GRADE 3 Term 1			
		contrast and meaning.	
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses the differences between boys and girls. • Teacher shows images, designs and craft objects depicting the difference between boys and girls. • Learners discuss the images and craft objects in terms of texture, space and material used.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Respond to more specific questions about light and dark colours. • Make a gingerbread boy and girl. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher gives learners work sheets about pictures of boys' and girls' toiletries and ask them to identify which ones are used by own gender by using light and dark colours. • Teacher demonstrates how to make a stuffed gingerbread boy and girl. • Learners make a stuffed gingerbread boy and girl and decorate it to show the difference.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher gives each learner a picture showing developmental stages from a young age until old



VISUAL ARTS GRADE 3 Term 1			
		<p>spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Respond to more specific questions about light and dark colours, geometric shapes, and contrast. • Paint sets of cards depicting from young to old focusing on contrast and tone. 	<p>age.</p> <ul style="list-style-type: none"> • Learners paint the pictures and make a border for the painting. • Learners decorate the border with handprints. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a marble game. • Create a bottle with sand art. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses different games for boys and girls. • Teacher demonstrates how to make a marble game with   <p>popsicle/ice cream sticks.</p> <ul style="list-style-type: none"> • Learners create their own marble game using a cardboard box, popsicle/ice cream sticks and marbles. • Teacher demonstrates how to make coloured sand

VISUAL ARTS GRADE 3 Term 1			
			<p>art.</p> <ul style="list-style-type: none"> Learners create their own bottle of sand art. Learners decide which craft they want to do.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Make a popsicle /ice cream stick bracelet. Create a catapult using popsicle/ice cream sticks. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher discusses different games for boys and girls. Teacher demonstrates how to make a catapult with popsicle/ice cream sticks. Learners create their own catapult using a spoon and popsicle/ice cream sticks. Teacher demonstrates how to make a popsicle/ice cream stick bracelet. <div data-bbox="1627 682 1953 1015" data-label="Image"> </div> <div data-bbox="1312 1006 1585 1307" data-label="Image"> </div> <ul style="list-style-type: none"> Learners make their own popsicle/ice cream stick bracelet. Learners decide which craft they want to do.
	VISUAL ARTS	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> Teacher discusses different interests of boys and

VISUAL ARTS GRADE 3 Term 1			
	Create in 2D	<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create cards using hand- or footprints. 	<p>girls and different crafts for boys and girls.</p> <ul style="list-style-type: none"> • Learners create cards using hand- or footprints,   <ul style="list-style-type: none"> • Learners can choose which craft they want to do.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create cards using hand- or footprints. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses different interests of boys and girls and different crafts for boys and girls. • Learners create cards using hand- or footprints, • Learners can choose which craft they want to do.  

VISUAL ARTS GRADE 3 Term 1			
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a ninja using a toilet roll. • Do weaving using cooldrink straws. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses different interests of boys and girls and different crafts for boys and girls.   <ul style="list-style-type: none"> • Learners create a ninja using a toilet roll. • Learners do weaving using cooldrink straws. • Learners can choose which craft they want to do.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a yarn doll. • Create cars using popsicle/ice cream sticks. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses different interests of boys and girls and different crafts for boys and girls. • Learners create a yarn doll. • Learners create cars using popsicle/ice cream sticks. • Learners can choose which craft they want to do.  

VISUAL ARTS GRADE 3 Term 1**Assessment**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

Creative Art

Grade 3 with differentiation: Term 2

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 with differentiation: Term 2	
Content : Creative games and skills <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Warm up the body: circle the hands and ankles; make shapes with the body such as large and small, wide and narrow.• Freeze games focusing on control, eye focus and use of space.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Do axial movements: twisting, swinging the arms and side bends• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.	<ul style="list-style-type: none">• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Explore music, movement and voice focusing on tempo:• Sing together with the music and dance to the music.• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Copy movements, rhythms and movement patterns.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Express moods and ideas through movement and songs.• Do vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises.

PERFORMING ARTS	
Grade 3 with differentiation: Term 2	
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Learners walk around Teacher asks learners to do the following shapes: <ul style="list-style-type: none"> Make a large and a small circle with their arms. Group themselves in 3's and make a star shape. Group themselves in 4's to make a square Learners play freeze games – running around and stopping when they hear the whistle. <p>Week 3-5</p> <ul style="list-style-type: none"> The teacher marks a demarcated area beforehand. Learners do spinal rolls as follows : <ul style="list-style-type: none"> Stand with their arms above their heads. Roll their bodies gently down until their fingers touch their toes. Hold on this position on counts of 8 or for a few seconds and slowly. Roll their backs gently up again. The movement must be repeated two times. <p>Week 6-7</p>	<ul style="list-style-type: none"> Teacher divides learners into two groups and explains the instructions to the leaders. The leader of the group do specific moves and counts 4 times before the other learners copy the movements while the teacher beats a drum Teacher beats a drum 4/4 times and the learners must move accordingly <ul style="list-style-type: none"> Walk 4 steps left and to the right Jump 4 times forwards and backwards, to the Clap hands to the left and to the right Stamp feet, 4 times forwards and backwards Each movement must be done 4 times according to the beats. <p>Week 8-9</p> <ul style="list-style-type: none"> The teacher teaches learners rhyme about Humming bird: <p>I am a little bee hum-hum-hum All I do is fly hum-hum-hum Can you see my little wings hum-hum-hum They are beating fast hum-hum-hum.</p> The learners first sing the vowels and thereafter the rhyme
Grade 3 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> The teacher divides the learners into two groups. 	<p>Week 6-7</p>

PERFORMING ARTS Grade 3 with differentiation: Term 2	
<ul style="list-style-type: none"> Each learner has a hoop and they do the following movements: <ul style="list-style-type: none"> Swing the hoops around left wrist, then right wrist. Swing the hoop around left leg then right leg Roll the hoop with the left arm whilst holding the other hand behind the back. Learners cool down the body and relax by playing games such as “rocking a baby” swaying etc. <p>Week 3-5</p> <ul style="list-style-type: none"> The teacher marks a demarcated area beforehand and guide learners to do the following movements: <ul style="list-style-type: none"> Walk on their toes with arms stretched out Walk on their heels with arms stretched out. Skip sideways Roll across the room Make a row and do leap frogs. 	<ul style="list-style-type: none"> Teacher asks learners to make a circle and choose a leader. Learners move in a circle and copy the following the movements of the leader according to the 4/4 drum beats Teacher beats a drum and learners do movements according to the beat of the drum: <ul style="list-style-type: none"> 4 Steps to the right, and to the left Jump 4 steps forwards holding hands and 4 steps backwards Clap hands to the left 4 times and to the right. Stamp feet forwards and backwards 4times <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher divides learners into two groups. One group of learners sing songs and rhymes. One group of learners do tongue twisters.
<p>Content: Improvise and interpret</p> <ul style="list-style-type: none"> Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Convey feelings and ideas through facial expression and gesture. Use the voice, gesture and body shape to express feelings and 	<ul style="list-style-type: none"> Sing songs found in the immediate environment. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Explore music, movement and voice focusing on tempo: Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. Sing a song using contrasts such as soft and loud; fast and slow. Sing songs and makes music to express a variety of ideas, feelings and moods.

PERFORMING ARTS Grade 3 with differentiation: Term 2	
<p>thoughts.</p> <ul style="list-style-type: none"> • Develop short sentences for dialogue. • Work with others when exploring situations in role. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. 	<ul style="list-style-type: none"> • Demonstrate ability to take on a role in drama - teacher stimulated.
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> • Teacher reads a dialogue between a butterfly and a bee and group learners. • One group discuss how useful and harmful insects can be. • One group discuss which insect is the most important and the less important and give reasons <p>Week 3-5</p> <ul style="list-style-type: none"> • Teacher allows learners to choose a song that learners must sing according to a specific rhythm. • Teacher explains the rhythm to the learners. • Teacher beats the drum loud, learners must sing the lines loud, and when the beats are soft and slow, learners sing soft. <p>Week 6-7</p> <ul style="list-style-type: none"> • Teacher reads a story and explains about recycling, and asks learners to think about entrepreneurs in their community. 	<ul style="list-style-type: none"> • Learners role play an occasion where an entrepreneur develops a big projects. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher divides learners into three groups. • Each group of learners role play an emergency situation and demonstrates first aid measures to apply in the situation. • Teacher first revises how to apply first aid measures before learners role play. <ul style="list-style-type: none"> ○ Group 1 – bleeding ○ Group 2 - choking ○ Group 3 -artificial breathing ○ The learners use dolls to practice on.
Grade 3 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1-2	Week 6-7

PERFORMING ARTS**Grade 3 with differentiation: Term 2**

- Teacher divides learners into two groups to debate.
- One group are butterflies and the other group are bees.
- Learners develop dialogue: which insect is the best.
- Learners give reasons for their choice.

Week 3-5





- Teacher divides learners into two groups and explains how to sing to the rhythm of the beat.
- One group use percussive instruments for example. tin shakers to play the beat and the other group sing accordingly.
- When the beat is loud, the learners sing loud, and when the beat is soft, the learners sing softly.



- Teacher reads a story about recycling.
- Teacher chooses learners to dramatise the story about recycling.
- Learners prepare and rehearse the drama before they perform in class.

Week 8-9

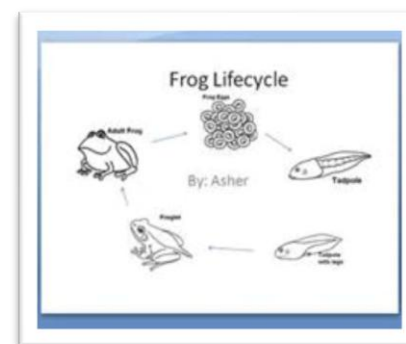
- The teacher creates a situation or narrates a story in which a boy/girl is in danger of being abused for example accepting a lift; opening a door to a stranger, molestation.
- Teacher discuss with learners what to do if they are in similar situations.
- Learners role play the situation given by the teacher.


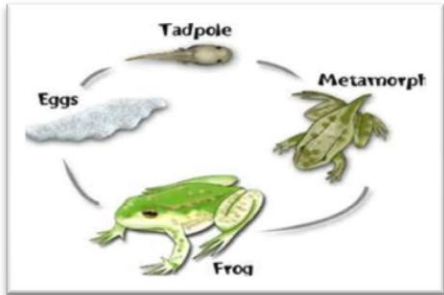
VISUAL ARTS GRADE 3 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Insects Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses different insects and the use of the insects. • Teacher shows pictures or images of different insects. • Learners discuss the pictures and images in terms of content, line, shape, form and colour.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses different insects and the use of the insects. • Teacher shows pictures or images of different insects. • Learners discuss the pictures and images in terms of purpose, content, form, contrast and meaning.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises insects. • Learners create a picture of an insect using finger painting and/or a brush to paint pictures of insects.



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: use finger painting and/or brush painting to paint pictures of insects. 	
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings of an insect. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises insects. • Learners draw and paint a picture of an insect.  
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises insects. • Teacher demonstrates how to 



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models using polymer clay: 	<p>make insects using polymer clay.</p> <ul style="list-style-type: none"> • Learners create and decorate insects out of polymer clay. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create insects using recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises insects. • Teacher demonstrates how to make an insect using recycled materials. • Learners create insects using recycled materials for example: egg cartons, pipe cleaners or straws. 
3-5	<p>VISUAL ARTS</p> <p>Life Cycles</p> <p>Visual literacy</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher shows different pictures, images or craft articles of life cycles.


VISUAL ARTS GRADE 3 Term 2			
		<p>and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners respond to and discuss the images, pictures and craft objects in terms of colour, texture, space and materials used.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher shows different pictures, images or craft articles of life cycles. • Learners respond to and discuss the images, pictures and craft objects in terms of purpose, content, form, contrast and meaning.
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Use fingerpaint and discuss mixing of primary colours to achieve secondary colours. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher revises primary and secondary colours. • Teacher gives learners pictures about frog life cycles to paint with secondary colours. • The teacher demonstrates how to mix primary colours before the learners paint the picture.


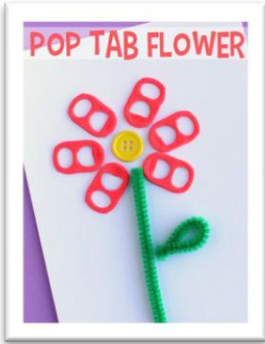





VISUAL ARTS GRADE 3 Term 2			
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Use a brush to paint a picture and discuss the texture and mixing of primary colours to achieve secondary colours. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher revises primary and secondary colours. • Learners draw and paint the life cycle of a bird with secondary colours. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models out of polymer clay. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher demonstrates how to make polymer clay models of the life cycle of a frog. • The learners create clay models of the life cycle of a frog. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles.



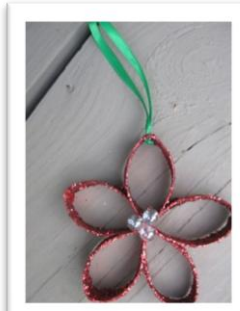
VISUAL ARTS GRADE 3 Term 2			
		<p>colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a butterfly life cycle folded booklet. 	<ul style="list-style-type: none"> • Learners create and decorate a folded booklet with the life cycle of a butterfly. 
	VISUAL ARTS Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the life cycle of a chicken. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Learners create and decorate a picture of the life cycle of a chicken. 


VISUAL ARTS GRADE 3 Term 2			
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the life cycle of a butterfly using pasta. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Learners create a picture of the life cycle of a butterfly using pasta. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of the life cycle of a pumpkin. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher demonstrates how to make a model of the life cycle of a pumpkin. • Learners create and decorate a model of the life cycle of a pumpkin using cardboard. 



VISUAL ARTS GRADE 3 Term 2			
	Create in 3D	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a life cycle windsock. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher demonstrates how to make a life cycle windsock. • Learners create and decorate life cycle windsocks. 
6-7	VISUAL ARTS Recycling Visual literacy	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses recycling and craft articles that can be made with recycled material. • Teacher shows pictures or images of recycled craft articles. • Learners discuss the pictures and images in terms of content, line, shape and form.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses recycling and craft articles that can be made with recycled material. • Teacher shows pictures or images of recycled craft articles. • Learners discuss the pictures and images in terms


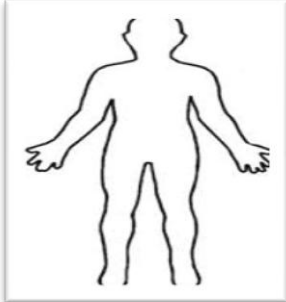

VISUAL ARTS GRADE 3 Term 2			
		content, form, contrast and meaning.	of purpose, content, form and contrast.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create cards using bottle caps. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create cards using bottle caps. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create cards using recycled materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create cards using recycled materials for example pop tabs, buttons and pipe cleaners. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises recycling.





VISUAL ARTS GRADE 3 Term 2			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create flowers with recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make flowers from recycled materials. • Learners create flowers using recycled plastic cold drink bottles. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use recyclable empty containers and other materials to make models. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrate how to make and decorate used containers. • Learners make and   <p>decorate used containers, water bottles; drinking mugs and pen containers.</p>
	<p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrates how to make a gift wrap using bottle cork printing.



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create gift wrap using recycled materials. 	<ul style="list-style-type: none"> • Learners create gift wrap using bottle cork printing. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a card using recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create and decorate cards using old newspapers. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrates how to make decorations using recycled materials. • Learners create and decorate ornaments using toilet paper rolls. 

VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Develop craft skills: using recycled materials. 	
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create file organisers using recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrates how to make file organisers using recycled materials. • Learners create and decorate file organisers using empty cereal boxes and gift wrap. 
8-9	VISUAL ARTS Keeping my body safe Visual literacy	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses how to keep a body safe. • Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe. • Learners discuss the pictures and images in terms of colour, texture, space and materials.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses how to keep a body safe. • Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe. • Learners discuss the pictures and images in terms

VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>of purpose, content, form and contrast.</p>
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft items: create drawings and paintings based on rules to keep body safe, cut and paste them to make a poster. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises first aid and items needed in a first aid box. • Learners draw and paint items needed for first aid box. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create drawings and paintings 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses germs and unhealthy situations. • Learners create germ monsters with paint and straws. 

VISUAL ARTS GRADE 3 Term 2			
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models of clay. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises first aid and items needed for a first aid box. • Learners create a clay first aid box and decorate it. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: draw and decorate body parts. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the human body. • Learners trace an outline of a body and cut the shape out. • Learners draw body parts and clothes.   <ul style="list-style-type: none"> • Learners paste the body parts and clothes on the body and paint the picture.

VISUAL ARTS GRADE 3 Term 2			
	VISUAL ARTS Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of an ambulance. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises emergency vehicles. • Learners create a   <p>picture of an emergency vehicle.</p>
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a nurse. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises medical personnel. • Learners create a picture of a nurse.  
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises medical personnel.

VISUAL ARTS GRADE 3 Term 2			
		<p>materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a nurse cap. 	<ul style="list-style-type: none"> • Teacher demonstrates how to create a nurse cap. • Learners create and decorate a nurse cap. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create medicine holders using recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises medicine. • Learners create and decorate medicine holders using recycled materials. 
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>			

Creative Art

Grade 3 with differentiation: Term 3

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 with differentiation: Term 3	
Content : Creative games and skills <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Play games focusing on numeracy and literacy such as number songs, and rhymes, making letter shapes through movement.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body..• Combine locomotor and non locomotor movements	<ul style="list-style-type: none">• Sing songs found in the immediate environment.• Sing songs and makes music to express a variety of ideas, feelings and moods.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Explore music, movement and voice focusing on tempo:• Sing together with the music and dance to the music.• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.• Listen to music and dance focusing on tempo, pitch and dynamics.• Convey feelings and ideas through facial expression and gesture.• Use the voice, gesture and body shape to express feelings and thoughts.• Explore the use of expressive mime to convey ideas and feelings.• Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.• Express moods and ideas through movement and songs.

PERFORMING ARTS Grade 3 with differentiation: Term 3	
<ul style="list-style-type: none"> • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. 	
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> • Teacher takes learners outside to a play area and allows them to walk/run around until the whistle blow. • Teacher teach learners a rhyme about numbers: Double rhyme <i>One and one is two</i> <i>Two and Two is four</i> <i>Three and three is six</i> <i>Four and four is eight</i> <i>Five and five is ten,</i> <i>And now we reached the end.</i> • The learners do the following action while singing the rhymes: <ul style="list-style-type: none"> ○ Walk around, bouncing the ball, ○ Bounce the ball sideways. ○ Bounce the ball crossing legs. • Teacher will blow the whistle at the end of the game. <p>Week 3-5</p> <ul style="list-style-type: none"> • Teacher takes learners outside the classroom to the play area, allows them to run freely until she blows a whistle. 	<ul style="list-style-type: none"> • Learners do the following movements: <ul style="list-style-type: none"> ○ Run-run-turn; run forward and backward then shrink. ○ Rope skipping in different ways, with left leg, right leg, both legs while moving forwards and backwards ○ Group skipping; swing the rope around in the circle and let learners jump over it without touching it. <p>Week 6-7</p> <ul style="list-style-type: none"> • The teacher plays a familiar song and allow learners to dance freely. • When the teacher play the song again, the learners must move and dance according to the rhythm of the song. • The teacher ask them to move as follows: <ul style="list-style-type: none"> ○ When the music is fast, stretch their arms and twirl around ○ When the music is slow, they stand still with arms stretched out sideways and do up and down side bends, they first bend to the left then to the right. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher introduces the topic for the week: fruit and vegetables and explains the content. • Teacher allows learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use

PERFORMING ARTS Grade 3 with differentiation: Term 3	
	<p>when miming a specific fruit.</p> <ul style="list-style-type: none"> Learners make a circle and take turns to get inside for a mime action. After every mime action, the rest of the learners guess the name of the fruit.
Grade 3 with differentiation: Second Year Activities, techniques, notes, etc.	
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher makes two rows of learners and in front of each row put a hoop, big ball and a skipping rope in a triangular shape. The learners play the game as follows: When the teacher blows a whistle the front learners from each row run to the hoops, swing it to make circles 5 times around their waists; then runs to the big ball pick it up and stretch arms above their heads 5 times; put the ball down and run to the skipping rope skip 5 times and run back to the ball, throw the ball 5 times and catch it; run back to the rows and stand at the back. The second learners do the same movements and are repeated until they all got a turn. <p>Week 3-5</p> <ul style="list-style-type: none"> The learners do the following movements: <ul style="list-style-type: none"> Walk-walk-turn-walk forwards and backwards, shrinks and stretches up. Run-run-turn-run forward and backwards, shrinks stretches up. Run forward- shrink-shrink-stretch-up. 	<p>Week 6-7</p> <ul style="list-style-type: none"> The teacher plays a familiar song, learners listen and move and dance according to the rhythm of the song. The teacher uses a drum to play loud and soft beats, when the beats are loud learners move and jump as high and when the beats are soft, they squat as low as they can. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables. Teacher gives learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use when miming how to prepare food before they eat. (Actions include cutting, chopping, peeling eat) After every mime action, the rest of the learners guess the name of the fruit





PERFORMING ARTS Grade 3 with differentiation: Term 3	
Content: Improvise and interpret <ul style="list-style-type: none"> • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: . • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. • Clap rhythms in $\frac{3}{4}$ time based on the recorded piece or sound clip • Clap rhythms in $\frac{4}{4}$ in time, move to music $\frac{3}{4}$ or $\frac{4}{4}$ time. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different movement sentences to interpret the theme. 	<ul style="list-style-type: none"> • Choose and make own movement sentences to interpret the theme. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Play at being characters and objects in stories based on local events or told by the teacher. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Dramatise a make believe situation based on a story told by the teacher. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use the voice and body imaginatively in drama exercises and games.
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1-2	Week 6-7
<ul style="list-style-type: none"> • Teacher plays a recorded piece of music with a $\frac{3}{4}$ time and 	<ul style="list-style-type: none"> • Teacher narrates a story about the man in the moon.



PERFORMING ARTS Grade 3 with differentiation: Term 3	
<p>learners must use their body percussion to respond to the rhythm; they first clap three times, then snap three times, stamp three times and just do any action they like in $\frac{3}{4}$ time.</p> <p>Week 3-5</p> <ul style="list-style-type: none"> The teacher guide and help learners to create movement sentences based on pictures of pollution. Learners must cut out pictures of the causes and effects of pollution and paste them in a sequence. Learners create their own movement sentence depicting the effects of pollution on nature. 	<ul style="list-style-type: none"> Learners dramatise the story with actions <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables. Teacher displays plastic fruits and vegetables on the table and ask learners to choose and demonstrate how to prepare foods through movement sentences, e.g. Chop -chop -chop carrot; cut-cut-cut the potatoes. etc.
Grade 2 with differentiation: Second Year Activities, techniques, notes, etc.	
<p>Week 1-2</p> <ul style="list-style-type: none"> The teacher divides the learners into three groups to perform a percussion band, Group 1 shake tins, group 2 play rattles and third group will play with tambourines or clocks. When the teacher plays a recorded music each group will make sounds with their objects on 4/4 time. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher guides and helps learners to create movement sentences based on pictures of pollution. Learners use pictures of the causes and effects of pollution to create the movement sentence. 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher select 9 learners and give each a picture of a planet to hold and help them to stand accordingly, mercury closest to the sun, the rest of the class is asked to clap rhythmically and the 9 learners walk step by step around the sun and according to the rhythm. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables. <p>Learners choose a fruit or vegetable and create a movement sentence about the fruit or vegetable using a describing line of a song to do it.</p>



PERFORMING ARTS**Grade 3 with differentiation: Term 3**


- Learners dramatise the causes of pollution to connect with the movement sentence.




VISUAL ARTS GRADE 3 TERM 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Public Safety Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses Public Safety. • Teacher shows images, designs, craft objects, pictures and photographs about Public Safety. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses Public Safety. • Teacher shows images, designs, craft objects, pictures and photographs about Public Safety. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of purpose, contrast and meaning.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises Public Safety.



VISUAL ARTS GRADE 3 TERM 3			
		<p>in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make paintings and drawings about warning signs for example dangerous places not suitable to play around. 	<ul style="list-style-type: none"> • Learners create pictures of warning signs,  
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create paintings and/or drawings depicting warnings about dangerous or hazardous situations. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Learners create pictures depicting warnings about dangerous or hazardous signs. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a clay model of a danger or warning sign. 



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Develop craft skills: make models out of clay. 	<ul style="list-style-type: none"> • Learners make clay models of danger or warning signs.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models out of recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a model of a warning sign using recycled materials. • Learners make models of warning signs using recycled materials for example cardboard boxes. 
	<p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create pictures of flames using different textures. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises dangers of fires. • Learners create a picture of fire using water colour paint and their hands. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises the dangers of fire.


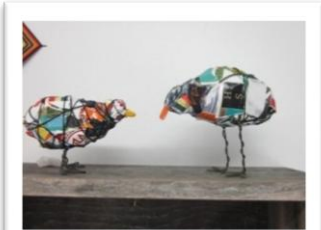

VISUAL ARTS GRADE 3 TERM 3			
		<p>spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills : create a picture of a fireman controlling fire. 	<ul style="list-style-type: none"> • Learners create a picture of a fireman trying to control a fire. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a necklace for a whistle using plastic beads. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a necklace for a whistle using plastic beads. • Learners create a necklace for a whistle using plastic beads. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make name tags using Safety Pins and beads.


VISUAL ARTS GRADE 3 TERM 3			
		<p>express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make name tags using safety pins. 	<ul style="list-style-type: none"> • Learners create name tags using Safety Pins and beads. 
3-5	VISUAL ARTS Pollution Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses Pollution. • Teacher shows images, designs, craft objects, pictures and photographs about Pollution. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses Pollution. • Teacher shows images, designs, craft objects, pictures and photographs about Pollution. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used. • Learners respond to the images and craft objects in terms of form, contrast and meaning.




VISUAL ARTS GRADE 3 TERM 3			
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: paint pictures depicting pollution. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises Pollution. • Learners paint pictures depicting pollution. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make paintings and drawings depicting the effect of pollution on human beings and the environment. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises causes of pollution. • Learners draw or paint a picture depicting the effect of pollution on human beings and the environment.  




VISUAL ARTS GRADE 3 TERM 3			
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of the earth using playdough. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to make a model of the polluted earth using play dough. • Learners create a model of the earth using play dough. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make nature prints with clay and natural materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pollution and causes of pollution. • Teacher demonstrates how to make nature prints using clay and natural materials. • Learners create nature print ornaments using clay and natural materials. 



VISUAL ARTS GRADE 3 TERM 3			
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a poster about pollution. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pollution. • Learners create a poster about pollution with a motivational quote. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture using recycled materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pollution. • Learners create a picture using recycled materials. 

VISUAL ARTS GRADE 3 TERM 3			
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of a bird using recycled materials. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to make a model of a bird using recycled materials. • Learners create a model of a bird with recycled materials.  
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model using recycled materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to do garbage art using recycled material. 
6-7	VISUAL ARTS Space	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses space and planets. • Teacher shows images, designs, craft objects,

VISUAL ARTS GRADE 3 TERM 3			
	Visual literacy	<p>content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>pictures and photographs about Space and planets.</p> <ul style="list-style-type: none"> • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses space and planets. • Teacher shows images, designs, craft objects, pictures and photographs about space and planets. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create paintings and drawings. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises planets. • Learners draw pictures of space and the planets on paper or fabric.
		<p>Grade 3 with differentiation: Second Year</p>	<p>Grade 3 with differentiation: Second Year</p> 




VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create drawings and paintings 	<ul style="list-style-type: none"> • Teacher revises space and planets. • The learners copy and draw or paint   <p>pictures of planets.</p>
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of a planet using recycled materials. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises planets. • Teacher demonstrates how to make a planet using recycled materials. • Learners create a model of a planet using recycled materials. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises planets. • Learners make round different sizes of balls with paper maché to represent planets, spray paint the planets, sun; moon stars, and decorate them with different colours, scatter glitters over the stars and make a mobile of the planets.


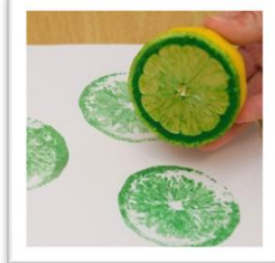
VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models of planets with recyclable materials and paper maché. 	<ul style="list-style-type: none"> • Learners hang their mobiles in the classroom. 
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create pictures of rockets using cardboard and straws. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises space and space rockets. • Learners create pictures of rockets with cardboard and straws. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a star constellation. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises space and planets. • Learners create a picture of a constellation of stars. 
	Create in 3D	Grade 3 with differentiation: First Year	Grade 3 with differentiation: First Year



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create rockets using recycled materials. 	<ul style="list-style-type: none"> • Teacher revises space and planets. • Teacher demonstrates how to make space rockets using recycled materials. • Learners create and decorate a space rocket using empty paper towel rolls. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a space vehicle using recycled materials. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises space and planets. • Teacher demonstrates how to make a space vehicle using recycled materials. • Learners create a space vehicle using a milk carton and foil. 
8-9	VISUAL ARTS Fruit and vegetables	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses fruit and vegetables. • Teacher shows images, designs, craft objects, pictures and photographs about fruit and


VISUAL ARTS GRADE 3 TERM 3			
	Visual literacy	<p>materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>vegetables.</p> <ul style="list-style-type: none"> • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher discusses fruit and vegetables. • Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make paintings and drawings, 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners draw a picture of a fruit or vegetable concentrating on the line and shape of the



VISUAL ARTS GRADE 3 TERM 3			
		<p>encouraging awareness of line and shape.</p> <p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a vegetable man or a fruit face. 	<p>fruit or vegetable.</p> <p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners draw a vegetable man and a fruit face. • Learners paint with appropriate colours of the items. <div>   </div>
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models of fruits and vegetables. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher guide learners to prepare paper mache round balls and to make models of fruit and vegetables. <div>  </div>
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables.

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: use clay/paper maché to make a fruit basket. 	<ul style="list-style-type: none"> • Teacher guides and demonstrates to learners how to make a fruit basket with clay or paper maché. • Learners create fruit and vegetables with clay and paper maché to put in the fruit basket. 
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create gift wrap using vegetable and fruit printing. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create gift wrap using fruit and vegetable printing and paint. 

VISUAL ARTS GRADE 3 TERM 3			
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: paint a picture of fruit using oil pastels. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create a painting of fruit using oil pastels. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create and decorate fruit and vegetables using salt dough and paint. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make and decorate fruit and vegetables using salt dough and paint. • Learners create fruit and vegetables using salt dough and paint. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make an epoxy fruit hair bobbypin.

VISUAL ARTS GRADE 3 TERM 3			
		<p>in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft activities: create an epoxy fruit hair bobbypin. 	<ul style="list-style-type: none"> • Learners create an epoxy fruit hair bobbypin. 
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>			

Creative Art

Grade 3 with differentiation: Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 with differentiation: Term 4	
Content : Creative games and skills <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Warm up, the body using level(high, low and medium) such as Crawl like a worm, roller skating • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. 	<ul style="list-style-type: none"> • Cool down the body and relax. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. • Play clapping games with a partner developing focus and coordination. • Copy movements and rhythms.; • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
Grade 3 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1-3 <ul style="list-style-type: none"> • Teacher takes learners outside the classroom to the play area and allows them to run until the teacher blows a whistle to stop. • The learners stand still and follow the teacher's instructions to do the 	<ul style="list-style-type: none"> ○ Fly like birds ○ Run forwards and backwards ○ Find a partner and skip with a partner changing directions.

PERFORMING ARTS Grade 3 with differentiation: Term 4	
<p>following actions:</p> <ul style="list-style-type: none"> ○ Jump as high; then as higher, then as highest as if you are picking an apple from the longest tree. ○ Crawl low; then lower; then lowest. • The teacher repeats each action three times. <p>Week 4-5</p> <ul style="list-style-type: none"> • Teacher takes learners out of the classroom to a play area. • Teacher allows the learners to run around freely until the whistle blows. • Teacher asks the learners to do the following: <ul style="list-style-type: none"> ○ Jump like frogs ○ Gallop like horses 	<p>Week 6-7</p> <ul style="list-style-type: none"> • Teacher asks learners to form pairs and play familiar clapping games. • Learners do the clapping games with music or a familiar song. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher plays an action song repeatedly. • Learners listen to the music and explain how it makes them feel • Learners sing along with the music.
Grade 3 with differentiation: Second Year	
Activities, techniques, notes, etc.	
<p>Week 1-3</p> <ul style="list-style-type: none"> • Learners run around the play area until the teacher blows a whistle to stop. • The learners stand still and follow the teacher's instructions to do the following actions: <ul style="list-style-type: none"> ○ Stretch as high as a giraffe eating from the tallest branches of the tree ○ Shrink as low as a field mouse nibbling on grass seed. ○ Each action is repeated three times but with different levels e.g. high/higher/highest. 	<ul style="list-style-type: none"> ○ Swinging the arms, ○ Side bends and jumps, ○ Rolling down bodies with arms straight above their heads and rolling back up etc. <p>Week 6-7</p> <ul style="list-style-type: none"> • The teacher allows learners to form pairs or groups and play familiar clapping games. • The groups take turns to play. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher plays an action song repeatedly.

PERFORMING ARTS Grade 3 with differentiation: Term 4	
Week 4-5 <ul style="list-style-type: none"> Teacher takes learners out of the classroom to a play area. Teacher allows the learners to run around freely until the whistle blows. Teacher asks the learners to stand in a circle and choose one learner to lead the group in performing non locomotor movements. The rest of the learners watch and copy the movement for example: 	<ul style="list-style-type: none"> Learners listen to the music, sing along and do actions.
Content: Improvise and interpret <ul style="list-style-type: none"> Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Explore music, movement and voice focusing on tempo: . Sing songs found in the immediate environment. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. 	<ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Use the voice, gesture and body shape to express feelings and thoughts. Explore the use of expressive mime to convey ideas and feelings. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Express moods and ideas through movement and songs. Perform in a classroom incorporating South African story/song in classroom.
Grade 2 with differentiation: First Year	
Activities, techniques, notes, etc.	
Week 1-3 <ul style="list-style-type: none"> Teacher explains about how and where we get food, clothes. Teacher reads a short story about sheep and teach learners a song 	Week 6-7 <ul style="list-style-type: none"> Teacher narrates a short story about working people. Teacher explains about different kinds of careers; skilled and

PERFORMING ARTS Grade 3 with differentiation: Term 4	
<p>about clothes as follows:</p> <p><i>Baa-baa black sheep, have you any wool</i></p> <ul style="list-style-type: none"> The following verses are added: <p><i>Moo-moo brown cow, have you leather strong</i></p> <p><i>Yes sir- yes sir wide and long</i></p> <p><i>Make it into jackets, make it into shoes</i></p> <p><i>Make it into what you want you only have to choose</i></p> <p>The learners learn the song in unison, until they get the lyrics correctly.</p> <p>Week 4-5</p> <ul style="list-style-type: none"> Teacher displays toy animals and learners choose an animal to dramatise its importance to human beings. Learners must first think and practice about how it moves, how it helps people before they perform in front of the class. 	<p>professional jobs, and asks learners to identify different careers and jobs in their local area.</p> <ul style="list-style-type: none"> Group the learners according to different jobs and give them few minutes to think and practice to role play the careers before they perform in front of the class. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher, together with the learners, creates a play sales point in class. Learners role play the etiquette for buying and selling. emphasizing greeting, asking for a prize, thanking each other. Learners take turns in role playing.
Grade 3 with differentiation: Second Year Activities, techniques, notes, etc.	
<p>Week 1-3</p> <ul style="list-style-type: none"> Learners role play a sheep shearing day situation. The teacher chooses learners to role play but first emphasizes the production path of cotton to wool and repeat the process of shearing as follows: <ul style="list-style-type: none"> Step 1: Catch the sheep and take it to the barn Step 2: Make the sheep to sit on its behind, between the shearer's legs 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher asks learners to form a circle and mime different jobs. Each learner gets in the circle and mimes a job; the rest must name the career. Learners are allowed to use props. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher explains how to prepare and plan for an entrepreneurs Day

PERFORMING ARTS**Grade 3 with differentiation: Term 4**

- **Step 3:** First shear the cotton on the sheep's belly
- **Step 4:** Secondly shear the cotton on its back.
- **Step 5:** When finished, put back the sheep on its legs and let it run out of its barn.
- The teacher gives learners few minutes to practice before they perform in class.


Week 4-5



- Teacher discusses reasons why animals are important to people.
- Teacher displays toy animals for learners to choose from.
- Learners choose one animal to mime.




and emphasises the following steps:


- **Step 1:** Decide what product to make.
- **Step 2:** Plan what is needed to make the product.
- **Step 3:** Make a shopping list.
- **Step 4:** Add costs and work out prizes.
- **Step 5:** Make a poster to advertise your group's product.
- **Step 6:** Decide what you will do with the money.
- Learners role play different steps in preparing for the Entrepreneurs day.

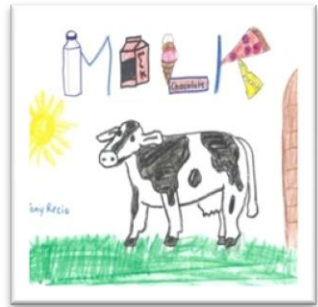
VISUAL ARTS GRADE 3 Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	VISUAL ARTS Products and Processes. Where does food, clothes and money come from. Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses products and processes. • Teacher shows images, designs, craft objects, pictures and photographs about products and processes. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses products and processes. • Teacher shows images, designs, craft objects, pictures and photographs about products and processes. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises products and processes.

VISUAL ARTS GRADE 3 Term 4			
		<p>spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings, focusing on line and colour. 	<ul style="list-style-type: none"> • Learners trace and paint a template of a sheep/ goat/ cow/ and pig with primary colours and paste them together with their products painted in secondary colours. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make drawings and paintings with focus on the body in action, shape and colour. • Draw a flow diagram of growing maize. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher explains to learners about mealies production. • Teacher revises different steps in the process of growing mealies from the field to the factory. • Learners make drawing sketches for a flow diagram of growing maize. <ul style="list-style-type: none"> ○ Step 1: A tractor driver plough the field ○ Step 2: Plant seeds on the soil: draw a farmer planting seeds ○ Step 3: Maize grow: draw green long maize. ○ Step 4: Ripe maize are harvested: draw a farmer picking out ripe maize from the field and put them in a lorry. ○ Step 5: Farmers take maize to the factories to be processed



VISUAL ARTS GRADE 3 Term 4			
			<ul style="list-style-type: none"> ○ Step 6: Maize are used to make different things like porridge, popcorns, chips etc.
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models using clay/play dough. • Encourage personal expression, appropriate use of materials and spatial awareness. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrate how to make a clay  <p>model of an animal with the products they produce.</p> <ul style="list-style-type: none"> • Learners create a clay model of animals and their products .
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make models of self in own environment using clay and other materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a clay model of a farmer working in the field • Learners create a clay model of a farmer working on the field. 



VISUAL ARTS GRADE 3 Term 4			
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a pumpkin seed mosaic picture. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a pumpkin seed mosaic. • Learners create a pumpkin seed mosaic. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture with maize or corn. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher explains products and processes. • Learners create a picture using maize or corn. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a bracelet using jellybeans. • Learners create a jelly 


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a jelly bean bracelet. 	bean bracelet.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Develop craft skills: create a silo for maize using recycled materials. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a silo using recycled material. • Learners create a silo using an empty milk carton and maize. 
4-5	VISUAL ARTS Creatures and animals that can help us Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses creatures and animals that help us. • Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses creatures and animals that help




VISUAL ARTS GRADE 3 Term 4			
		<p>used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>us..</p> <ul style="list-style-type: none"> • Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make drawings and paintings of animals and their products. <p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their products. • The teacher gives learners drawing papers and asks them to draw animals and their products.  <p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Teacher ask learners to draw a picture of an animal depicting how the animal can help us.



VISUAL ARTS GRADE 3 Term 4			
		<p>express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings. 	<ul style="list-style-type: none"> • Examples of the pictures can be : dogs guide us, donkeys transport, cow provide with leather for shoes and clothes, sheep providing with <div data-bbox="1276 553 1640 824" data-label="Image"> </div> <div data-bbox="1654 245 1919 574" data-label="Image"> </div> <p>wool, birds that sings and provides companionship for older people.</p>
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of an animal. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Teacher demonstrates how to make an animal using polymer clay. • Learners make clay models of an animal. <div data-bbox="1667 899 1919 1224" data-label="Image"> </div>
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us.


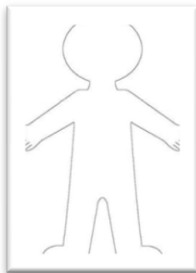
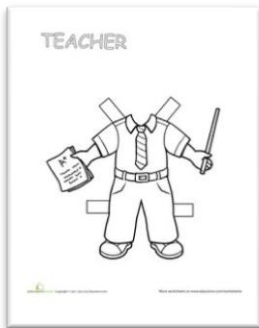
VISUAL ARTS GRADE 3 Term 4			
		<p>spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models of an animal using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make an animal using recycled materials. • Learners create a horse used for transport using recycled materials. 
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a dog using pipe cleaners. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals who helps us. • Teacher demonstrates how to make a dog using pipe cleaners. • Learners create a dog using pipe cleaners. 



VISUAL ARTS GRADE 3 Term 4			
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of an animal using recycled materials 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises animals and creatures that help us. • Teacher demonstrates how to make a camel using recycled materials. • Learners create a camel using used toilet paper rolls. 
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a sea rescue vessel. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Learners create a picture of a sea rescue vessel using primary colours. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Learners create a picture of a horse with felt, wool

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Develop craft skills:</p>	<p>and popsicle/ice cream sticks.</p> 
6-7	VISUAL ARTS World of work Visual literacy	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses Careers. • Teacher shows images, designs, craft objects, pictures and photographs about Careers. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher discusses Careers. • Teacher shows images, designs, craft objects, pictures and photographs about Careers. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in

VISUAL ARTS GRADE 3 Term 4			
			terms of contrast and meaning.
	Create in 2D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make drawings; focusing on line, shape and colour, different skills. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different careers. • Learners draw different careers; skilled and professional and use colour contrast to differentiate them. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: design a toolbelt. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different careers. • Teacher discusses tools needed in a toolbelt. • Learners create a picture of a toolbelt with the different tools needed in the toolbelt.  
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, 	Grade 3 with differentiation: First Year



VISUAL ARTS GRADE 3 Term 4			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a music instrument. 	<ul style="list-style-type: none"> • Teacher revises careers in the music industry for example playing in a band or playing in an orchestra. • Teacher demonstrates how to make a musical instrument using recycled materials. • Learners create a panflute using straws. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a musical instrument. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises careers in music and musical instruments. • Teacher demonstrates how to make a musical instrument using recycled materials. • Learners create a guitar/banjo using recycled materials 
	<p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises different careers.



VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make puppets of different careers. 	<ul style="list-style-type: none"> • Learners cut out and colour pictures of different careers and stick the pictures on popsicle/ice cream sticks. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: dress a paper doll with clothes depicting different careers. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises different careers.   <ul style="list-style-type: none"> • Learners colour and cut out pictures depicting different careers and dress a paper doll with the clothes.
	Create in 3D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher revises careers in the medical profession.



VISUAL ARTS GRADE 3 Term 4			
		<p>spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a nurse hat. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a nurse hat. • Learners create and decorate a nurse hat. 
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a police hat with a police badge. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher revises different careers where people wear uniforms • Teacher demonstrates how to make a police cap and a police badge. • Learners create a police cap and a police badge. 
8-9	<p>VISUAL ARTS</p> <p>I can be an entrepreneur</p> <p>Visual literacy</p>	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses crafts made for an entrepreneurs day . • Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day.

VISUAL ARTS GRADE 3 Term 4			
		<p>pictures and photographs in terms of purpose, content, form, contrast and meaning.</p>	<ul style="list-style-type: none"> Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher discusses crafts made for an entrepreneurs day. Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day. Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop craft skills: make drawings and paintings relevant to 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> Teacher revises different shops and what to buy at each shop. Learners create a picture of a shopkeeper in a shop displaying his/her wares.



VISUAL ARTS GRADE 3 Term 4			
		the theme's topic focusing body in action, line, shape colour.	
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings relevant to the theme's topic; line; shape; colour. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher divides the class into 4 groups. • Each group gets an A3 sheet/chart. • Learners plan and draw the framework for advertisement of the items for entrepreneur's project, add prices as clearly as possible, paint the advertisement in attention-grabbing colours. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create animals using rock painting. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher discusses different craft articles. • Teacher demonstrates how to paint on rocks. • Learners create animals using rock painting. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different craft articles.

VISUAL ARTS GRADE 3 Term 4			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create articles made from recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrate how to make articles using recycled materials. • Learners create different article using tins and plastic bags for entrepreneur day. 
	Create in 2D	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create articles using recycled materials. 	<p>Grade 3 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher discusses craft articles made with recycled materials. • Teacher demonstrates how to make a craft article using recycled materials. • Learners create a necklace using washers and string. 

VISUAL ARTS GRADE 3 Term 4			
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create bookmarks. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises craft articles. • Teacher demonstrates how to make bookmarks with ribbon and paper clips. • Learners create bookmarks using paper clips and ribbon. 
	Create in 3D	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a bracelet. 	Grade 3 with differentiation: First Year <ul style="list-style-type: none"> • Teacher revises different craft articles. • Teacher demonstrates how to make a bracelet with beads and string. • Learners create a bracelet using beads and string. 
		Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher revises different craft articles. • Teacher demonstrates how to make pen decorations using pipe cleaners.

VISUAL ARTS GRADE 3 Term 4

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create pen decorations using pipe cleaners.

- Learners create pen decorations using pipe cleaners and feathers.



FORMAL ASSESSMENT TASK: GRADE 3 DIFFERENTIATED

GRADE 3 WITH DIFFERENTIATION: TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activities (first year) and
 - Two Performing Arts activities (second year)and report on 2 different assessment goals in each.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade 3 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

PERFORMING ARTS

Creative games and skills

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Explore** music, movement and voice focusing on pitch.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo.
- **Sing** together with the music and dance to the music
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Build** own movement vocabulary using:
 - locomotor movements such as walk, run leap and gallop;
 - Non-locomotor movements such as reach, bend, rise.
- **Demonstrate** the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-locomotor movements: reach, bend, rise, twist and turn.

Improvise and interpret

- **Use** the voice and body imaginatively in drama exercises and games.
- **Learn** and **perform** simple dance steps from dances in the immediate environment
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms
- **Improvise** stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural

songs from community

- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Convey** feelings and ideas through facial expression and gesture
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** moods and ideas through movement and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo:
- **Sing** together with the music and dance to the music.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Express** and **describe** feelings in response to a drama, story or event
- **Singing** indigenous songs using appropriate movements and dramatization

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and

meaning

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Create** a 2D art work using paint, footprints, handprints, fingerprints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.
- **Create** a 2D art work using edible materials.

Create in 3D

Assess two assessment goals in each during each term

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Build** a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws, yarn or card board boxes
- **Create** a 3D art work using natural materials, paper maché or recycled materials.

- **Construct** using recyclable materials, emphasis on geometric shapes.
- **Respond** to more specific questions about light and dark colours, geometric shapes, and contrast.

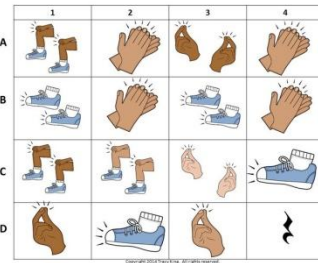
Creative Art

Grade 4 with differentiation: Term 1

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 4 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Apply safe dance practice and healthy use of the body by warming up and cooling down.• Apply safe dance practice and healthy use of the body by good postural and joint alignment..• Perform simple relaxation exercises for warming up and cooling down.• Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Sing songs, rounds and response songs in a choir to warm up the	<ul style="list-style-type: none">• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.• Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.• Recognise crotchet and minim note values and rests in a short melody.• Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Clap and stamp number rhythms and rhymes in tempo.• Play rhythm, clapping, skipping and singing games in pairs• Explore the shape, weight and feel of words and sounds in creative drama games.

<p>voice</p> <ul style="list-style-type: none"> • Sing and hum to warm up the voice. • Follow a warm up ritual to accompany physical warm up using action songs. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. 	<ul style="list-style-type: none"> • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
Grade 4 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1 : Development of self in the society.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do different breathing exercises : Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the ground while breathing out. Repeat several times. • Point and flex muscles while doing breathing exercise. • Circle wrists and ankles while breathing. <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> • Lie down and repeat the breathing exercise while relaxing the muscles. • Do breathing exercise and visualize different colours. 	<p>Definition of Body percussion:</p> <p>Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.</p> <p>Example of body percussion:</p>  <p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p>

<p>Week 3-4: Development of the Self . Changes in boys and girls</p> <ul style="list-style-type: none"> • Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters • Learners sing songs use unison, rounds, and call and response <p>Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits</p> <ul style="list-style-type: none"> • Teacher demonstrates what body percussion is. • Learners do body percussion: keep a steady beat and use of different timbres (click, clap, stamp) 	<ul style="list-style-type: none"> • Group discussion: revise body percussion and rhythm patterns • Learners perform short rhythm patterns using body percussion • Learners do name games in groups: Learners say their names with an appropriate rhythm based on the syllables of the name • Learners do concentration and listening games <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> • Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). Learners say their names with an appropriate rhythm based on the syllables of the name. • Learners do concentration and listening games <p>Week 9: World of Work. History of money</p> <ul style="list-style-type: none"> • Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters • Learners sing songs using unison, rounds, and call and response
<p>Grade 4 with differentiation: Second Year Activities, techniques, notes, etc.</p>	
<p>Week 1 : Development of self in the society.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do breathing exercises. • Co-ordinate isolated body parts such as swinging of arms or swaying. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> • Lie down and do breathing exercise. • Close eyes and visualize different moods and ideas. 	<p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> • Group discussion: revise body percussion and rhythm games. • Learners do short rhythm patterns using body percussion and the rhythms explored in the name game. • Learners add body percussion to enhance the rhythm. • Learners explore the following: clap hands, fingers, upper legs, etc. • Learners focus on listening to each other's rhythms and mimicking

- Express moods and ideas through movement.

Week 3-4: Development of the Self. Changes in boys and girls

- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, use humming
- Learners do action songs to accompany physical warm-up.
- Learners do warm up: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc

Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits

- Teacher demonstrates different rhythm patterns.
- Learners perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims, crotchets, quavers and rests, use body percussion.

Definition of rhythm pattern:

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak

each other, playing in unison, varying tempo and volume.

- Learners sing songs, in unison, in tune and in time to accompaniment of the group

Week 8: World at work. The rules of the workplace.

- Group discussion: Revise rhythm patterns and body percussion.
- Learners perform short rhythm patterns: use body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm. Learners explore the following: clap hands, fingers, upper legs, etc.
- Learners focus on listening to each other's rhythms and mimicking each other, play in unison, vary tempo and volume.

Week 9: World of Work. History of money

- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, using humming.
- Learners do action songs to accompany physical warm up.
- Learners do warm up activities: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc.

Four-beat meter:			
Grade 4 with differentiation:		Content : Improve and create	
<ul style="list-style-type: none"> • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Play at being characters and objects in stories based on local events or told by the teacher. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Explore the shape, weight and feel of words and sounds in creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. 		<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Recognise crotchet and minim note values and rests in a short melody. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Clap and stamp number rhythms and rhymes in tempo. • Play rhythm, clapping, skipping and singing games in pairs. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion. • Recognise time signatures such as four-four and three-four. • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed 	

<ul style="list-style-type: none"> • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<p>dramatic play.</p> <ul style="list-style-type: none"> • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities.
Grade 4 with differentiation: First Year	
Activities, techniques, notes, etc.	
<p>Week 1: Development of self in the society.</p> <p>Learners do locomotor movements:</p> <ul style="list-style-type: none"> • Walk, run, skop hop in different directions on own and with a partner <p>Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p>Even Rhythm:</p> <p>Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p>	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Learners create short scenes based on appropriate topics, focus on storyline • Learners create appropriate characters: show differences between characters and character's point of view in short scenes <p>Week 5-6: Health and environmental responsibility.</p> <ul style="list-style-type: none"> • Healthy eating & dietary habits • Learners do rhythm patterns: use key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' = slice-slice, and others • Learners use above examples to explore appropriate tempo and

<p>Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p>Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.</p> <p>Hop - The hop requires a push-off from one foot and landing on the same foot.</p> <p>Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.</p> <p>Uneven Rhythm:</p> <p>Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p>Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).</p> <p>Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p>Learners do non-locomotor movements:</p> <ul style="list-style-type: none"> Reach, bend, rise on their own and with a partner <p>Non Locomotor - These are movements that occur in the body parts or</p>	<p>dynamics such as: ‘chop-chop-chop’ will be loud and fast, ‘slice-slice’ will be quiet and slow</p> <ul style="list-style-type: none"> Learners integrate the rhythm patterns explored in the previous activity into movements – explore levels, direction and weight Week 7: Health and environmental responsibility. Substance abuse. Social responsibilityTeacher demonstrates how to do interactive stories/ Learners perform Interactive story telling activities: listen and respond appropriately to partners, such as tell stories in pairs on ‘my favourite food’, accumulation stories, echo stories, etc. <p>Different interactive storytelling activities:</p> <ul style="list-style-type: none"> Co-constructed stories Shared stories Unfinished story Zoom stories Role played stories Analysed stories Shrunk stories Debriefed stories Summarized stories Prompted stories <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements.
---	---

<p>the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p>Swing - a pendular motion of a body part that can move forward and backward or side to side.</p> <p>Twist - a partial rotation of body parts around an axis</p> <p>Turn - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p>Shake - a short quick vibrating movement in a body part or the whole body.</p> <p>Bend - a flex of a body part at a joint</p> <p>Stretch - extending a body part or the whole body</p> <p>Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.</p> <p>Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway</p>	<ul style="list-style-type: none"> • Learners do locomotor movements: walk, run, skip, hop in different directions on own and with a partner • Learners do non-locomotor movements: reach, bend, rise on their own and with a partner
Grade 4 with differentiation: Second Year	
Activities, techniques, notes, etc.	
<p>Week 1: Development of self in the society.</p> <p>Learners do locomotor movements:</p> <ul style="list-style-type: none"> • Skip/gallop forwards, backwards, sideways and turn in different pathways (diagonal, circles, S-shapes, etc.) <p>Learners do non locomotor movements:</p> <ul style="list-style-type: none"> • Bend, rise, reach, co-ordinate arms and legs in time to music <p>Week 3-4: Development of the Self. Changes in boys and girls</p>	<ul style="list-style-type: none"> • Plot games can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings. • Trust games are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group. <p>Voice games. The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your</p>

- Group discussion on what a drama game is and the different drama games that can be performed.
- Learners take part in drama games: develop interaction and cause and effect such as counting games, name games, etc.

Drama games: Definition

Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.

Different drama games

- **Character games** are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character.
- **Concentration games** have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.
- **Energy Games.** The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain

vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression.

- **Week 5-6: Health and environmental responsibility.** Healthy eating & dietary habits Teacher demonstrates how to play rhythm patterns on percussion instruments.
- Group discussion on different percussion instruments.
- Play rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments.

Definition of percussion instrument:

A **percussion instrument** is a musical instrument that is sounded by being struck or scraped by a beater (including attached or enclosed beaters or rattles); struck, scraped or rubbed by hand; or struck against another similar instrument.



Examples of percussion instruments:

Week 7: Health and environmental responsibility. Substance abuse. Social responsibility

- Group discussion on what Role play is and how to do a Role Play.
- Learners perform a Role play with a beginning, middle and end, using stimulus e.g. South African poem, story, song or picture
- Learners portray character and objects in the role play, use


<p>momentum, exaggerate and gain physical awareness.</p> <ul style="list-style-type: none"> • Getting to know the group games. For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment. • Group cohesion games. When a group cohesion is strong you can achieve amazing things in the classroom. • Improvisation games will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this. • Listening Games. The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help. 	<p>observation, imitation and exaggeration</p> <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non locomotor movements. • Learners do locomotor movements: skip/gallop forwards, backwards, sideways and turn in different pathways (diagonal, circles, S-shapes, etc.) • Learners do non locomotor movements: bend, rise, reach, co-ordinate arms and legs in time to music
<p>Grade 4 with differentiation: Content : Perform and reflect</p>	
<ul style="list-style-type: none"> • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. 	<ul style="list-style-type: none"> • Work co-operatively with partners, improvising and composing dance sequences. • Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment.

<ul style="list-style-type: none"> • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Think about and show how people and animals move. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with 	<ul style="list-style-type: none"> • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Improvise and create dance sequences that use steps and styles from various South African dance forms. • Display observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.. • Focus on music from a variety of South African forms: <ul style="list-style-type: none"> ○ improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; ○ plays simple rhythmic patterns on a drum or equivalent; ○ explores and uses drum hand techniques such as base slap, open slap, muffle; • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
--	---


<p>competence and appropriate style.</p> <ul style="list-style-type: none"> • Demonstrate partner skills such as copying, leading, following and mirroring in movement. 	<ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities..
Grade 4 with differentiation: First Year Activities, techniques, notes, etc.	
<p>Week 1: Development of self in the society.</p> <ul style="list-style-type: none"> • Teacher discusses positive personal qualities that learners have. • Each learner get a chance to dramatise his/her best personal quality. • Brief discussion on what the positive personal quality was that was mimed by the learner. • <i>Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.</i> • Different positive personal qualities: adaptable; adventurous; affable; affectionate; agreeable; ambitious; amiable; amicable; amusing; brave; bright; broad-minded; calm; careful; charming; communicative; compassionate; conscientious; considerate; convivial; courageous; courteous; creative; decisive; determined; diligent; diplomatic; discreet; dynamic; easygoing; emotional; energetic; enthusiastic; exuberant; fair-minded; faithful; fearless; forceful; frank; friendly; funny; generous; gentle; good; gregarious; hard-working; helpful; honest; humorous; imaginative; impartial; independent; intellectual; intelligent; intuitive; inventive; kind; loving; loyal; modest; neat; nice; optimistic; passionate; patient; persistent; pioneering; philosophical; placid; plucky; polite; powerful; practical; 	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Group discussion by teacher about different dances for boys and girls. • Group discussion on different costumes for different dances. Create a dance to show the difference between boys and girls for example ballet and gumboot <p>Week 5-6: Health and environmental responsibility.</p> <ul style="list-style-type: none"> • Healthy eating & dietary habits • Group discussion on different indigenous South African dances. • Teacher shows DVD's or pictures of different indigenous South African dances. • Learners learn movements from a South African dance, such as gumboot dancing, and others <p>Examples of indigenous South African dances:</p> <ul style="list-style-type: none"> • Gumboot dance • Xibelani dance or shibelani dance • Zulu reed dance • Kwaito • Hip-hop

<p>pro-active; quick-witted; quiet; rational; reliable; reserved; resourceful; romantic; self-confident; self-disciplined; sensible; sensitive; shy; sincere; sociable; straightforward; sympathetic; thoughtful; tidy; tough; unassuming; understanding; versatile; warmhearted; willing; witty</p>	<p>Week 7: Health and environmental responsibility. Substance abuse.</p> <p>Social responsibility</p> <ul style="list-style-type: none"> • Group discussion: revise what Role Play is and how to do a Role Play. • Learners perform a role play about an event the learners in the class may be going to, for example a beauty pageant. • Learners use appropriate clothes and decorations for the Role Play.
Grade 4 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society.</p> <p>Movement sentences:</p> <ul style="list-style-type: none"> • Teacher demonstrates to learners what a movement sentence is. • Teacher revises different positive qualities and emotions. • Learners use props, including a large variety of objects for example cans, stones, newspapers, materials, chairs and balls to demonstrate various positive qualities or emotions in a movement sentence. <p>Imagery</p> <ul style="list-style-type: none"> • Teacher demonstrates to learners what imagery is. • Learners use imagery such as crawl like a worm, slither like a snake, fly like a bird. <p>Definitions:</p> <ul style="list-style-type: none"> • Movement Idea: A created movement that results from a thought or other motivation. • Movement Patterns: Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern. 	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Group discussion on different roles of boys and girls and how to show it in a song and dance routine • Demonstration by teacher or DVD showing the basic steps of different dance routines. • Learners perform a song and dance routine in pairs – boys and girls to show the different roles of boys and girls <p>Week 5-6: Health and environmental responsibility.</p> <ul style="list-style-type: none"> • Healthy eating & dietary habits • Group discussion on different South African music styles. • Teacher plays DVD's or CD's with different South African music styles. • Learners listen to South African music (indigenous and western) focus on rhythm and beat, 2, 3 or 4 time • Learners learn and combine movements from a South African dance e.g. Indian dance, Pantsula, with appropriate music

<ul style="list-style-type: none"> • Movement Phrase: A sequence of dance movements making up part of a choreographic pattern. A dance phrase. • Movement Sentence: a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase. • Movement Sequence: Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays. • Imagery: the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas. <p>Imagery: uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show ho the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.</p>	<p>Examples of South African music styles:</p> <ul style="list-style-type: none"> • Classical music • South African Hip-hop <p>South African Jazz</p> <p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> • Group discussion: Revise different cultural songs and dances. <p>Learners perform a cultural song and dance that can be performed at a specific ceremony for example a wedding of Freedom Day.</p>
--	---

VISUAL ARTS GRADE 4 Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
2	Development of the Self Understanding Emotions VISUAL ARTS Create in 3D	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. 	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> Teacher demonstrates how to make a stress ball. Learners make their own stress ball and decorate stress ball with a specific emotion.  <p>How to make a stress ball:</p> <p>Materials:</p> <ul style="list-style-type: none"> Flour Party balloons Glue Empty juice bottle Funnel Moist paper towels <p>Instructions:</p> <ul style="list-style-type: none"> Add a funnel on top of a clean, empty juice bottle. Add 3/4 cups of flour to the funnel then, lightly tap the juice bottle, so the flour goes down. Find 3 balloons of the same color. Blow the 1st balloon up and twist the opening 4 to 5 times so the air is trapped inside.

VISUAL ARTS GRADE 4 Term 1			
			<ul style="list-style-type: none"> • Stretch the opening of the balloon and secure to the opening of the juice bottle. Release the balloon, Transfer the flour inside the balloon by turning the bottle upside down and squeezing the bottle to get the flour moving. making sure that the air doesn't escape. • Pinch the neck of the balloon and release it from the bottle. • Let go of the neck of the balloon and stop before the flour comes out. Try to release any trapped gas by pinching the base of the balloon. • Place it on a flat surface and allow the flour to settle inside. • Make a cut at the base of the neck of the balloon exposing the flour inside. • Take the second ballon and cut the base of the neck. • Stretch-open the balloon with the hands and place it over the top of the balloon with the flour. • Make sure that it covers most of the surface of the first balloon. • Tug on the edges of the second balloon to even out the surface and add some glue under the edges to secure it in place. • Take the third balloon, repeat the same steps. <p>Optional:</p> <ul style="list-style-type: none"> • To make the balloon look even more interesting, take

VISUAL ARTS GRADE 4 Term 1			
			<p>a balloon of a different color and cut the neck and make holes at the sides.</p> <ul style="list-style-type: none"> Place the balloon on top of the ball and match one of the holes to the opening of the last balloon.
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> Teacher demonstrates how to paint on stones. Teacher shows examples of painted stones. Learners paint different emotions on stones.  <p>How to Paint Rocks Step-by-Step</p> <ul style="list-style-type: none"> Look for smooth rounded stones. River stones are best. Craft stores will also have a variety of stones. Make sure the stones are nice and clean. Wash it off with some warm water and soap and pat it dry. It can also be scrubbed it with an old toothbrush. Some stones have rough patches on them that will make painting a little more difficult. Sand it down with sandpaper, starting with 100 grit and moving to 150 and 220 grit until the patch is gone. Draw the design onto the rock. Draw it on a piece of paper beforehand to perfect it. Use a pencil, chalk, or soapstone to put in on the rock.. Be sure not to draw it

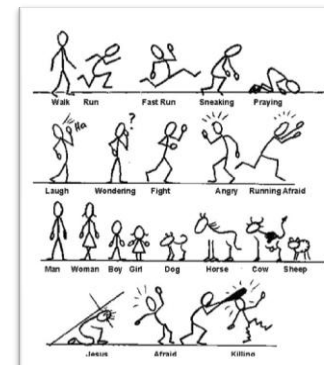
VISUAL ARTS GRADE 4 Term 1			
			<p>in too heavy since it can show through the paint.</p> <ul style="list-style-type: none"> • Start painting! Be patient and move from the biggest parts of the design to the smallest, letting each coat dry before moving on. Use a hairdryer to dry the paint faster. • Once the design is painted, use a sealer and add a coat or two. <p>Materials:</p> <ul style="list-style-type: none"> • Paints – water-based or acrylic • Fine Point Markers • Sealer • Newspaper or other Protective Covering for the Table • Paint Palette • Paint brushes • Glue
3-4	<p>VISUAL ART</p> <p>Development of the Self</p> <p>Changes in boys and girls</p> <p>Create in 2D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment. • Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows photos and pictures of action pictures. • Teacher revises primary and secondary colours. • Learners paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line. • Teacher shows examples of pictures and photos of patterns using geometric shapes.

VISUAL ARTS GRADE 4 Term 1

patterns.

- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
- **Paint** pictures of self with others in action (run, jump, dance, etc.) and **discuss** primary and secondary colours, cool and warm colours, shape and line
- **Create** patterns using geometric shapes; discuss rhythm and repetition

- Learners create patterns using geometric shapes; discuss rhythm and repetition



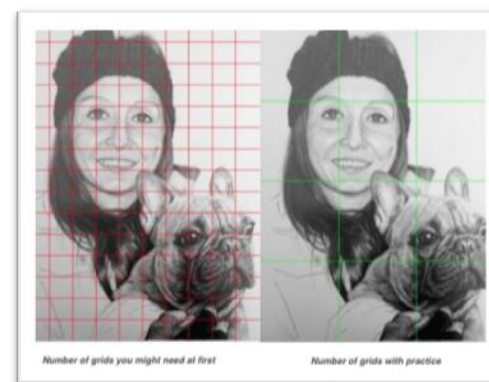
VISUAL ARTS GRADE 4 Term 1

Grade 4 with differentiation: Second Year



- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;


Grade 4 with differentiation: Second Year


- Teacher discusses techniques that can be used to paint a portrait from a photo.
- Learners draw or paint a portrait of a friend. Learners look at a photograph; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see




VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> ○ mixing of primary and secondary colours. • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
5-6	Health and environmental responsibility Healthy eating & dietary habits Visual literacy	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects related the 2D and 3D artworks the learners created. • Learners discuss and explore art elements such as line, primary and secondary colours. • Learners discuss the emotions that pictures evoke.
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Learners use visual stimulus for example art works and photographs to identify and name art elements. • Learners use artworks and visual stimuli to relate to their own work

VISUAL ARTS GRADE 4 Term 1			
		<p>used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
	<p>VISUAL ART</p> <p>Create in 3D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher on working with polymer clay. • Teacher shows DVD's and photos to show different containers made by polymer clay. • Learners use polymer clay to make and decorate containers; • Teacher discusses pattern, geometric shape, line, surface texture and correct joining techniques <p>Examples of containers made by clay:</p> <div>   </div>

VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<p>Materials:</p> <ul style="list-style-type: none"> • Polymer clay • X-acto blade, razor blade, or bendable clay cutting tool • A needle or needle tool • A toothbrush or sandpaper • Dotting tools • A roller • Tin foil • A proper work surface • A baking dish • Clay glaze
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Demonstration by teacher on working with polymer clay. • Teacher shows DVD's and photos to show different containers made by polymer clay. • Learners create polymer clay animals, dragons or pinch pots. • Teacher discusses art elements: shape/form, texture 

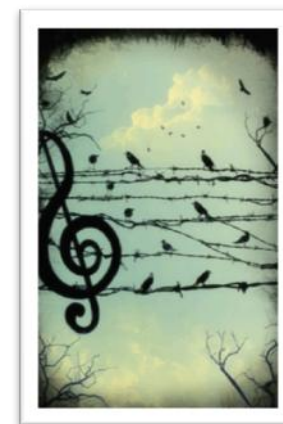
VISUAL ARTS GRADE 4 Term 1			
		<p>organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher demonstrates simple modeling techniques: rolling, pinching, modeling; include surface textural treatment • Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Materials:</p> <ul style="list-style-type: none"> • Polymer clay • X-acto blade, razor blade, or bendable clay cutting tool • A needle or needle tool • A toothbrush or sandpaper • Dotting tools • A roller • Tin foil • A proper work surface • A baking dish • Clay glaze 
8	<p>VISUAL ARTS</p> <p>World at work</p> <p>The rules of the workplace</p> <p>Create in 2D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, and posters with examples of posters with motivational quotes. • Group discussion on various motivational quotes that can be used. • Learners make a small poster with a motivational quote that can be hung in an office.

VISUAL ARTS GRADE 4 Term 1		
	<ul style="list-style-type: none"> • Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns. • Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns. • Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work. • Engage in creative art processes: <ul style="list-style-type: none"> ○ present images of own world in various media; ○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
	Grade 4 with differentiation: Second Year	Grade 4 with differentiation: Second Year

VISUAL ARTS GRADE 4 Term 1

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.

- Teacher shows DVD's, and posters with examples of canvasses with pictures.
- Learners create a picture on canvass that can be hanged in an office.



VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
9	VISUAL ARTS World of Work History of money Create in 3D	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Teacher demonstrate how to fold a sculpture using bank notes. • Teacher show video's, DVD's and photos of different sculpture and the method how to fold the sculpture. • Learners use bank notes to create a sculpture for example a cubus. <div data-bbox="1428 941 1711 1209" data-label="Image"> </div>
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion on what origami is. • Teacher demonstrates how to fold an origami

VISUAL ARTS GRADE 4 Term 1			
		<p>using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>sculpture.</p> <ul style="list-style-type: none"> • Teacher shows DVD's, pictures or illustrations of various origami articles and how to fold the article. • Learners use bank notes to create an origami sculpture for example an origami heart. <p>Origami (from <i>ori</i> meaning "folding", and <i>kami</i> meaning "paper" is the art of paper folding, which is often associated with Japanese culture. In modern usage, the word "origami" is used as an inclusive term for all folding practices, regardless of their culture of origin. The goal is to transform a flat sheet square of paper into a finished sculpture through folding and sculpting techniques. Modern origami practitioners generally discourage the use of cuts, glue, or markings on the paper. The small number of basic origami folds can be combined in a variety of ways to make intricate designs.</p>
<p>10</p> <p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			



Creative Arts

Grade 4 with differentiation: Term 2

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 with differentiation: Term 2	
Content : Warm up and play <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Apply safe dance practice and healthy use of the body by warming up and cooling down.• Apply safe dance practice and healthy use of the body by good postural and joint alignment..• Perform simple relaxation exercises for warming up and cooling down.• Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.	<ul style="list-style-type: none">• Sing songs, rounds and response songs in a choir to warm up the voice• Sing and hum to warm up the voice.• Follow a warm up ritual to accompany physical warm up using action songs.• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Explore the shape, weight and feel of words and sounds in creative drama games.• Use voice and movement spontaneously when playing creative drama games.• Participate in drama games - takes turns, waits for signals,

PERFORMING ARTS Grade 4 with differentiation: Term 2	
<ul style="list-style-type: none"> • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. 	<p>responds to cues, and shares space.</p> <ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Recognise crotchet and minim note values and rests in a short melody. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 1: Development of self in the society. Personal experience of working in a group</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do contrasting movements: use verbal and sound signals such as “Freeze!”, “Go!”, “up!”. • Do different breathing exercises : Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the 	<p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non-locomotor movements. • Learners do locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner • Learner do non-locomotor movements: rolling, swinging, stretching alone and with a partner

PERFORMING ARTS Grade 4 with differentiation: Term 2	
<p>ground while breathing out. Repeat several times.</p> <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> • Lie down and repeat the breathing exercise while relaxing the muscles. • Express moods and ideas through movement such as floating on a cloud, feeling sleepy etc. <p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> • Learners warm up the voice: • Learners develop articulation (lips, tongue, jaw) through imaginative play. Use lots of different sound while playing for example saying “chchch” as the train passes by or “baa” goes the sheep. • Learners play percussion instruments and/or body percussion in time to music and/or class songs. <p>Articulation (pronunciation and talking) is the ability to physically move the tongue, lips, teeth and jaw to produce sequences of speech sounds, which make up words and sentences.</p>	<p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> • Learners warm up by doing breathing and relaxation exercises. • Learners do imaginative breathing exercises (such as ‘painting’ imaginary pictures, inspired by music, with the breath). <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> • Revise different rhythm patterns. • Learners warm up the voice: rhythm games that focus on listening skills. • Rhythms games: recall contrasting rhythm patterns
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
<p>Week 1: Development of self in the society. Personal experience of working in a group</p> <ul style="list-style-type: none"> • Do breathing exercises. • Focus on posture, alignment of knees over the middle toe’s when 	<p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non-locomotor movements. • Learners do locomotor and non-locomotor movements with co-

PERFORMING ARTS Grade 4 with differentiation: Term 2	
<p>bending and pointing feet.</p> <ul style="list-style-type: none"> Develop control, co-ordination, balance and elevation in jumping actions with soft landing. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> Lie down and do breathing exercise. Close eyes and visualize colour as a stimulus. <p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> Learners warm up the voice: focus on articulation and vocal tone. Learners use rhymes, songs, creative games and tongue twisters. Learners use sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game etc. 	<p>ordinated arm movements in time to music</p> <p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> Group discussion: revise different creative games. Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes), mimicking of sounds in the environment combined with appropriate movements. Learners use verbal dynamics to depict wind blowing in the trees, the high and lows of a theme park adventure ride. Learners do action songs where they must touch their toe's knees, noses, etc. <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> Learners revise different rhythm patterns. Group discussion: contrasting rhythms patterns. Learners warm-up the voice rhythm games – listening skills, recall contrasting rhythm patters , use different timbres.
<p>Content : Improvise and create</p> <ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. Use the voice, gesture and body shape to express feelings and thoughts. Use the voice and body imaginatively in drama exercises and 	<ul style="list-style-type: none"> Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Interpret images, sounds, and textures through movement. Experiment with combining voice and body in sound and movement. Create sound effects to accompany stories told by the teacher. Portray characters and objects from stories using body shapes and

PERFORMING ARTS**Grade 4 with differentiation: Term 2**

games.

- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including

sounds.

- **Imitate** a variety of natural sounds in own environment.
- **Experiment** with different sounds to accompany fables and stories as sound effects.
- **Use** own imagination and fantasy stories to create sounds.
- **Imitate** natural and mechanical sounds to create sound effects. explore rhythms and to create sound pictures.
- **Use** sounds in a free rhythm to build up sound pictures to accompany stories or dances.
- **Create** and **present** melodies using voice and found and natural instruments to demonstrate difference in pitch and note values.
- **Sing** and/or **play** an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.
- **Focus** on music from a variety of South African forms:
- **Improvise** and **create** music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns.
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.

PERFORMING ARTS Grade 4 with differentiation: Term 2	
<p>making up endings to stories presented by the teacher.</p> <ul style="list-style-type: none"> • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Participate in musical call and response games and activities. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. 	<ul style="list-style-type: none"> • Build own movement vocabulary using: <ul style="list-style-type: none"> ◦ locomotor movements such as walk, run leap and gallop; ◦ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Think about and show how people and animals move. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.
Activities, techniques, notes, etc.	Grade 4 with differentiation: First Year
Week 1: Development of self in the society. Personal experience of working in a group	Week 3: Development of the Self. Good leaders / good followers <ul style="list-style-type: none"> • Group discussion: revise what Role-play is and how to do a Role-

PERFORMING ARTS

Grade 4 with differentiation: Term 2

- Demonstration by teacher: different drama techniques that can be used.
- Group discussion: what kind of thoughts and feelings each character may have.
- Learners use drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what she/he is feeling at that moment, etc.

What is a drama technique?

Drama strategies- also known as drama techniques or drama conventions – are the everyday tool of the drama teacher. They help to develop enquiry skills, to encourage negotiation, understanding and creativity. They can enhance performance skills such as character development and storytelling and be used across the curriculum to actively involve students in their own learning.

Examples of drama techniques:

VOICE	
Pitch	The highness or lowness of a sound
Pace	The rate at which words are spoken
Pause	Where sound stops, how often and for how long
Projection	Enables audience to hear the voice
Volume	How loudly/softly the words are spoken
Articulation	Clarity of voice
Tone	The feeling/emotion in the voice

play.

- Learners perform a Role-play related to selected topics or stories told by the teacher.
- Learners work with a partner in role and switch roles.

Week 4-6: Health and environmental responsibility. Food, hygiene and storage.

- Group discussion on dynamics in songs such as loud and soft, slow and fast.
- Teacher plays DVD's or CD's to explain different dynamics in songs and music.
- Group discussion on choice of songs to perform.
- Learners perform songs: focus on dynamics such as: loud and soft, slow and fast

Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.

- Group discussion on different sounds that can be used in a sound picture.
- Group discussion on sounds that can be used for a specific theme.
- Learners create sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments)

Week 9: World of Work. How to use money wisely: wants and needs.

- Learners revise rhythm patterns.

PERFORMING ARTS**Grade 4 with differentiation: Term 2**

Cueing	When to speak	<ul style="list-style-type: none">• Learners revise locomotor movements• Learners perform rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.
Inflection	The rise and fall of a voice	
Accent	Particular to a country/society/culture	
Breathing	To allow a controlled use of voice, to convey a feeling e.g a sigh or gasp	
Repetition	Repeating a sound or words for emphasis	
Emphasis	Choosing to stress particular words to convey meaning	
BODY		
Posture	Stance, way of standing	
Gesture	Movement of any part of the body to express idea, feeling or mood	
Body awareness	Ability to select appropriate use of body on stage, choosing to use the whole body, or isolated parts of the body expressively	
Facial expression	Using the face to show mood, emotion, feeling and responses	
Eye contact	Establishing eye contact with another actor or the audience	
MOVEMENT	Fast or slow tempo, when you move (kinaesthetic response),	
Duration	Length of movement	
Direction	Where you are going: forwards, backwards, diagonal, sideways	
Energy	How you move, the amount of force, the mood expressed through movement	
Ensemble	Awareness moving as part of a group, proximity to other actors, responding to other actors' movement	
Pathways	The pattern of movement you create in the space, e.g curved, straight or zig-zag pathways	

PERFORMING ARTS Grade 4 with differentiation: Term 2		
Repetition	Repeating a movement or recycling a movement for emphasis	
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year		
<p>Week 1: Development of self in the society. Personal experience of working in a group</p> <ul style="list-style-type: none"> Group discussion: different themes from the environment that can be used in classroom dramas. Group discussion: different themes of own life that can be used in classroom dramas. Learners create and perform a classroom dramas: express feelings and portray themes from the environment and own life such as 'collecting rubbish in the neighbourhood', etc. <p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> Teacher reads a story that is related to a specific topic. Group discussion on what appropriate endings may be for the existing story. Group discussion on the different characters in every group. Learners dramatize in groups: Learners use the existing story based on appropriate topics, to develop own endings. <p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> Teacher plays DVD's and CD's to introduce learners to different South African songs. 		<ul style="list-style-type: none"> Group discussion on choice of songs to perform. Learners interpret and rehearse South African songs: rounds, call and response <p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> Group discussion: different pitch and note values. Group discussion: appropriate songs to sing to demonstrate difference in pitch and note values. Learners sing songs to demonstrate difference in pitch and note values, using voice and found and natural instruments. <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> Learners revise movement sentences. Group discussion: selection of topic and group. Learners perform a movement sentence showing beginning, middle and end on a selected topic working in small group

PERFORMING ARTS Grade 4 with differentiation: Term 2	
<ul style="list-style-type: none"> Demonstration by teacher on how to perform songs: rounds and call and response games. 	
<p>Content : Perform and reflect</p> <ul style="list-style-type: none"> Explore the shape, weight and feel of words and sounds in creative drama games. Use voice and movement spontaneously when playing creative drama games. Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. Use the voice and body imaginatively in drama exercises and games. Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. Work co-operatively with partners, improvising and composing dance sequences. Participate in simple dances based on formations and patterns. Listen and move creatively to music, stories, songs and sounds. Sing tunes rhythmically and at varying tempo and loudness. Identify and sing songs from different situations and talk about them (e.g. working, skipping, game songs). Sing songs and make music to express a variety of ideas, feelings 	<ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. Use the voice, gesture and body shape to express feelings and thoughts. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Express own personal sense of identity and uniqueness in any art form. Interpret words, poems, stories and ideas through play, fantasy and the imagination. Explore the use of expressive mime to convey ideas and feelings. Participate in simple dances based on formations and patterns. Learn and perform simple dance steps from dances in the immediate environment. Identify and describe the many kinds of dances in South Africa. Learn, interpret and perform dances from South African culture with competence and appropriate style. Demonstrate partner skills such as copying, leading, following and mirroring in movement. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.

PERFORMING ARTS Grade 4 with differentiation: Term 2	
and moods. <ul style="list-style-type: none"> • Use own compositions of poetry and song to draw attention to current social and environmental issues. 	
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
Week 3: Development of the Self. Good leaders / good followers <ul style="list-style-type: none"> • Group discussion: what is good leadership. • Learners give examples of good leadership. • Learners dramatise a situation where good leadership is shown for example where learners want to go to a forbidden place and one learner has the courage to say no. Week 4-6: Health and environmental responsibility. Food, hygiene and storage. <ul style="list-style-type: none"> • Teacher plays DVD's and shows pictures about food to identify the difference between good and bad food. • Group discussion on how to compose a song about a specific topic. • Group discussion to select or compose a song about food. • Learners sing a song about food to identify the difference between good and bad food. 	Week 8: World at work. Value and importance of work in fulfilling personal needs and potential. <ul style="list-style-type: none"> • Group discussion: revise mime activities. • Group discussion: different jobs at school. • Learners mime different jobs at school. Week 9: World of Work. How to use money wisely: wants and needs. <ul style="list-style-type: none"> • Group discussion: selection of song to perform the dance on. • Group discussion: different formation and patterns that will be used in the dance. • Learners create own dance on a song about money or work.
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
Week 3: Development of the Self. Good leaders / good followers <ul style="list-style-type: none"> • Group discussion: what is bad leadership. • Group discussion: learners give examples of bad leadership and consequences of bad leadership. • Learner dramatize through drama and dance a situation where bad 	Week 8: World at work. Value and importance of work in fulfilling personal needs and potential. <ul style="list-style-type: none"> • Group discussion: different jobs in the community. • Teacher plays DVD's and CD's with songs about jobs or working. • Group discussion: selection of songs and characters.

PERFORMING ARTS

Grade 4 with differentiation: Term 2

leadership has consequences

Week 4-6: Health and environmental responsibility. Food, hygiene and storage.

- Teacher shows DVD's and reads poems about food to help learners with the composition of their own poem.
- Group discussion on how to create a poem.
- Group discussion on dramatization of poems.
- Learners create their own poem about food and perform it in a group of five or more learners.
- Learners can use masks of different foods to make it interesting.



- Learners dramatize different jobs in the community and combine it with a song about the job.

Week 9: World of Work. How to use money wisely: wants and needs.


- Group discussion: selection of song to perform the dance on.
- Group discussion: different formation and patterns that will be used in the dance.
- Learners create own dance on a song about different jobs in pairs..

VISUAL ARTS GRADE 4 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1	VISUAL ART Development of self in the society. Personal experience of working in a group Visual literacy	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 with differentiation: First year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects with lettering and patterns. • Teacher shows patterns that are prevalent in African art and culture, such as the Ndebele art. • Teacher takes learners for a walk outside to explore patterns in nature. • Teacher explains that patterns are developed by repetition of the same shape.
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects with patterns. • Learners discuss difference between patterns in African art and art in other countries. • Teacher shows photographs of different wall art in countries and look at the differences between

VISUAL ARTS GRADE 4 Term 2			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	different cultures.
2	<p>Development of the Self Relationships with different people (peers, strangers older people, supervisors)</p> <p>VISUAL ARTS Create in 2D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to do potato print. • Teacher shows DVD's and photos to show different patterns of potato print and the techniques that can be uses. • Group discussion on tools and equipment that is used in potato print. • Learners use a potato print pattern to create gift wrap. <p>Tools and Equipment: Paper or fabric, a few potatoes, metal cookie cutters, craft knife, normal kitchen knife, sponge cloth or roller, acrylic or fabric paint.</p> <p>Method</p> <ul style="list-style-type: none"> • Cut a large potato in half. Press the cookie cutter into the centre of the potato. Then, leaving the cookie cutter in the potato, slice a rather thick slice around the pattern of the cookie cutter. Remove the

VISUAL ARTS GRADE 4 Term 2			
			<p>outer layer of potato and then the cookie cutter from the shape.</p> <ul style="list-style-type: none"> • Apply paint to the pattern. This can be done with a paintbrush, small paint roller for more even distribution or by following the technique with a kitchen sponge shown in Eraser Printing. • Use a separate potato stamp for each color, unless you want the colors to mix. • Keep a scrap piece of paper on the side to test your print on and to remove excess paint if applied with a brush. Simply press your potato stamp down on the paper you want to decorate. A few prints and you will know exactly how hard to press to get the effect you desire. <p>Examples of Potato</p> <div>   </div> <p>Print gift wrap</p>
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to do potato print. • Teacher shows DVD's and photos to show different

VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>patterns of potato print and the techniques that can be uses.</p> <ul style="list-style-type: none"> • Group discussion on tools and equipment that is used in potato print. • Learners use a potato print pattern to create place mats on fabric. <p>Tools and equipment: Rectangles of cotton or linen fabric; Sewing machine, thread, scissors, iron; A bag of potatoes; A small, sharp, smooth (not serrated) knife; Fabric paint; Paintbrush; Pencil and ruler</p> <p>Method:</p> <ul style="list-style-type: none"> • Place two fabric rectangles right sides together. Sew around perimeter with a 1cm seam allowance, leaving a gap to turn. Turn right side out, fold opening hems inwards and pin. Run a top stitch around the outside edge. Repeat for other placemats. Press. • Cut a potato in half and draw your design on with a pencil. Neatly cut away excess potato to reveal the shape. It should protrude by 1cm. It helps to cut the whole stamp into a block shape too. • Dip the potato in the fabric paint, or coat it with a paintbrush. Do a few test prints on a fabric scrap. For best results wipe away any excess and apply


VISUAL ARTS GRADE 4 Term 2			
			<p>pressure evenly. Keep fingers paint-free to limit smudges.</p> <div>  <ul style="list-style-type: none"> • Before printing the placemat, cover the surface. Keep it simple: often less is more. • Play around with various shapes and patterns. • Once your paint has dried, heat set it with a hot iron so they will be machine washable. <p>Examples of potato print place mats:</p> </div>
4-6	<p>Visual literacy</p> <p>Health and environmental responsibility</p> <p>Food, hygiene and storage</p> <p>Create in 3D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, photographs and pictures with various fridge magnets. • Demonstration by teacher on how to make a fridge magnet. • Learners make a fruit fridge magnet to use on the fridge with a shopping list. <p>Tools and Equipment</p> <ul style="list-style-type: none"> • Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet

VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Method:</p> <ul style="list-style-type: none"> • Choose the backing. Use a photo, old books, maps, patterned paper (including wrapping paper), newspaper, junk mail, cereal boxes, or anything with an interesting image/pattern printed on it. • Wash & dry the glass gems using warm, soapy water. Rinse thoroughly. This will remove any residue from the glass and allow for the best adhesion of the glue to the glass. Using a photo or paper, punch a hole in it with a 1.25" hole punch by placing the hole over images in magazines, cereal boxes, newspapers, books, or other sources. This will give a good idea of what the image will look like as a refrigerator magnet. • After an image is selected, use scissors to trim the size down so it will fit into the hole punch. Be sure not to cut it too small. • Align the image in the hole-punch and make the cut. It is easier to align the image if the hole-punch is used upside down; this way the final cut can be seen. It will show a nice round cut-out of the image. If scissors is used for the cut-out, use a circular object to outline the image. • Add a bit of glue to the back of the glass gem. Spread it thin! Remove the excess when applying the image. Spread the glue very lightly over

VISUAL ARTS GRADE 4 Term 2

			<p>the entire back of the glass gem.</p> <ul style="list-style-type: none"> • Apply the image face down. • Apply a small dab of glue to the center of the back of the glass gem's picture; be sure the photo glue is dry before gluing the magnet! • Press the magnet firmly into place over the glue. Remember to press firmly enough to remove the excess glue. Once the excess glue is removed, the magnet should not move freely while pressing it onto the back. • Stick on the fridge. <p>Examples of fruit fridge magnets</p>
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, photographs and pictures with various fridge magnets. • Demonstration by teacher on how to make a fridge magnet. • Learners create fridge magnets with names or



VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>pictures of foods that can be used to choose different foods needed for a certain meal.</p> <p>Tools and Equipment</p> <ul style="list-style-type: none"> • Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet <p>Revise method : Grade 4 with differentiation First Year</p> <p>Examples of fridge magnets</p> 
	VISUAL ART Create in 2D	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion on recycling. • Demonstration by teacher on recycling of CD's. • Teacher shows DVD's and photos to show different articles made with recycled CD's. • Learners make an article using recycled CD's. <p>Tools and Equipment</p> <p>Recycled CD's or DVD's; sandpaper; glue; felt. Scissors; matte varnish; stencils</p> <p>Method:</p> <ul style="list-style-type: none"> • Sand the shiny side of the CD/DVD's enough to

VISUAL ARTS GRADE 4 Term 2

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

rough them up and remove the coating

- Paint each CD a different color. Repeat for two more coats.
- Stencil on the designs using White Was, touch up with a fine line brush if needed.
- Finish with two coats of



varnish.

- Cut felt into circles a little bit smaller as the CD.
- Use glue to attach the felt circles to the back of the CD's



Grade 4 with differentiation: Second Year


- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.


Grade 4 with differentiation:

Second Year

- Group discussion on recycling.
- Demonstration by teacher on recycling of articles with a nature theme.
- Teacher shows DVD's and



VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>photos to show different recycled articles with a nature theme.</p> <ul style="list-style-type: none"> • Learners make a recycled article with a nature theme. <p>Example of a recycled article with a nature theme using plastic bottles and old puzzle pieces.</p>
7	<p>Social responsibility Human Rights and Responsibility</p> <p>VISUAL ARTS Create in 3D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag. • Demonstration by teacher on beading of jewelry articles. • Learners make a beaded jewelry article with the colours of the South African flag for example earrings. <p>Tools, Equipment and method: Patterns of jewelry are available at craft shops and on the internet.</p> <p>Example of beaded</p> 

VISUAL ARTS GRADE 4 Term 2			
		<p>dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<p>earrings with the colours of the South African flag.</p>
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag. • Demonstration by teacher on beading of articles. • Learners make a beaded article with the colours of the South African flag for example a South African flag keyring. <p>Tools, equipment and method: patterns and equipment are available at craft shops and on the internet.</p> <p>Example of a beaded key ring with the South African flag colours</p> 
10			
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

Creative Art

Grade 4 with differentiation: Term 3

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 with differentiation: Term 3	
Content : Warm up and play <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control.• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Apply safe dance practice and healthy use of the body by warming up and cooling down.• Apply safe dance practice and healthy use of the body by good postural and joint alignment.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Explore the shape, weight and feel of words and sounds in creative drama games.• Use voice and movement spontaneously when playing creative	<ul style="list-style-type: none">• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance.• Express ideas and stories creatively through movement activities that are guided but open-ended.• Explore movement characteristics of animals, people, machines and nature.• Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.• Work creatively in dance with props, costumes, found and natural

PERFORMING ARTS Grade 4 with differentiation: Term 3	
<p>drama games.</p> <ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. 	<p>objects and instruments, alone and in groups.</p> <ul style="list-style-type: none"> • Think about and show how people and animals move. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice.
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Learners curl and stretch the spine sitting on the floor; curl into a 	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> • Learners revise locomotor and non-locomotor movements. • Learners do loco motor movements: slide the feet on the floor and run with a leap on their own and with a partner.



PERFORMING ARTS Grade 4 with differentiation: Term 3	
<p>tight ball; unfold lengthening the spine, roll up and down the spine and side bends.</p> <ul style="list-style-type: none"> Learners land softly through the feet (toe-ball-heel, bending knees) while they hop, skip, jump and leap. <p>Learners cool down and relax:</p> <p>Learners lie on the back; tighten/contract all the muscles; make tight fists; clench shoulders and then release all the muscles; make body heavy on the floor, etc.</p> <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise what a drama game is and the different drama games that can be performed. Learners take part in drama games: concentration and focus games. Learners take part in drama games: sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions). <p>Concentration games have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</p>	<ul style="list-style-type: none"> Learners do non loco motor movements: turn, fall, stamp, kick on their own and with a partner. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise poly rhythms and body percussion. Learners do poly rhythms using body percussion and/or percussion instruments. <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, etc. Learners do voice warm ups (e.g. humming, yawning and sighing). Learners do call and response games in speaking. Learners do action songs (doing actions related to the specific rhythms of the song).

PERFORMING ARTS Grade 4 with differentiation: Term 3	
Activities, techniques, notes, etc.	Grade 4 with differentiation: Second Year
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> Learners combine body parts and isolations e.g. make circles with wrists and hips simultaneously. Learners link movements in short movement sentences and remembering them. Learners run and combine the running with spinning movements. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> Learners stretch slowly in different directions with slow and soothing music. <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise what a drama game is and the different drama games that can be performed. Learners take part in drama games: concentration and focus games such as mirror games, etc. Learners take part in drama games: observation and concentration skills: drama activities like building a mime sequence in pairs, etc. 	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> Learners revise movement sequences. Learners do movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise poly rhythms and body percussion. Learners use body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns. <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise different warm up routines. Learners warm up the voice: learners focus on expressiveness and involvement in poetry, rhymes and creative drama games. Learners explore words depicting locomotion, direction and antonyms such as up/down.
<p>Content : Improve and create</p> <ul style="list-style-type: none"> Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. 	<ul style="list-style-type: none"> Think about and show how people and animals move. Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different

PERFORMING ARTS

Grade 4 with differentiation: Term 3

- | | |
|---|--|
| <ul style="list-style-type: none">• Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.• Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.• Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.• Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.• Identify different aspects of pulse by clapping and moving.• Use the voice and body imaginatively in drama exercise.• Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.• Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.• Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.• Explore, select and link movements that express feelings and | <p>things and different moods.</p> <ul style="list-style-type: none">• Convey feelings and ideas through facial expression and gesture.• Express and describe feelings in response to a drama, story or event.• Use the voice, gesture and body shape to express feelings and thoughts.• Use the voice and body imaginatively in drama exercises and games.• Explore the use of expressive mime to convey ideas and feelings.• Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.• Express own personal sense of identity and uniqueness in any art form..• Interpret words, poems, stories and ideas through play, fantasy and the imagination.• Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods.• Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing songs found in the immediate environment.• Sing songs and make music to express a variety of ideas, feelings and moods. |
|---|--|

PERFORMING ARTS Grade 4 with differentiation: Term 3	
<p>moods into movement sentences to contribute towards a class dance</p> <ul style="list-style-type: none"> • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. 	
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <ul style="list-style-type: none"> • Group discussion: how to make a simple puppet using waste material. • Practical demonstration by teacher: how to make a simple puppet. • Video's, DVD's and photos are shown to learners with examples of different puppets using waste material. • Learners create a simple puppet using waste  	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> • Learners perform their own puppet performance based on appropriate vocal characterisation and manipulation of own puppet • Learners create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> • Group discussion: revise movement sentences. • Learners explore the movement characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the mouse', etc.

PERFORMING ARTS Grade 4 with differentiation: Term 3	
<p>material: sock puppets, finger puppets, shadow puppets.</p> <p>Examples of puppets using waste material (above)</p> <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners perform drama games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin). 	<ul style="list-style-type: none"> Learners perform movement responses to different types of music. <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: different moods found in music. Teacher plays different songs to show different moods in music and songs. Learners listen to music and identify moods such as 'sad', 'happy', 'calm' and 'excited'.
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: Revise movement sentences. Learners create a movement sentence in small groups and use it to make patterns. Learners compose cyclic rhythm patterns based on South African music. Learners focus on appropriate tempo /dynamic choices. <p><i>Cyclical</i> is used to describe things that are regularly patterned or that occur in regular intervals. The root of <i>cyclical</i> is "cycle" which means movement in a circular fashion, or the circular fashion itself.</p> <p>Week 3: Development of the self. Peer pressure, bullying, child</p>	<ul style="list-style-type: none"> Group discussion: Learners decide on different characters in the drama and the theme of the drama. Learners perform classroom dramas: learners illustrate different characters through vocal and physical characterisation e.g. moving and speaking as the mother, the grandfather, the doctor, etc. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion on poetry and how to combine poetry with movement sequences. Learners perform poetry in groups e.g. choral verse combined with movement and gestures. Learners do movement sequences: explore verbal dynamics in

PERFORMING ARTS Grade 4 with differentiation: Term 3	
<p>abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners perform simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather', etc. <p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. 	<p>words such as action words, directional words (words conveying a straight, turning or broken movement).</p> <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners do movement sequences: explore verbal dynamics in words such as action words, directional words (words that convey a straight, turning or broken movement). Learners combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc.
<p>Content : Perform and reflect</p> <ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Assume both leader and follower roles willingly in dramatic activities. Convey feelings and ideas through facial expression and gesture. 	<ul style="list-style-type: none"> Differentiate between high and low, long and short, loud and soft sounds. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Participate in musical call and response games and activities. Sing songs found in the immediate environment. Sing songs and make music to express a variety of ideas, feelings and moods. Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.


PERFORMING ARTS Grade 4 with differentiation: Term 3	
<ul style="list-style-type: none"> • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Interpret words, poems, stories and ideas through play, fantasy and the imagination. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. 	<ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences.
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> • Group discussion: revise role play techniques. • Learners perform role play situations of bullying as well as how to handle this situation successful. • Group discussion: was the handling of the situation successful? Were there other solutions to the problem? <p>Week 4: Development of the Self. Body changes.</p>	<ul style="list-style-type: none"> • Learners create a poem about a specific theme for example aids and perform it in front of the class. <p>Basic steps to write a poem:</p> <p>Step 1 – Choose a topic</p> <p>Step 2 – Ask questions</p> <p>Step 3 – Start writing the poem</p> <p>Step 4 – Finish the first draft</p> <p>Step 5 – Review and rewrite</p>



PERFORMING ARTS Grade 4 with differentiation: Term 3	
<ul style="list-style-type: none"> Group discussion: revise different drama techniques. Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end). Group discussion: revise different sound pictures. Learners perform sound pictures for the drama: learners use instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion: basic steps to write a poem. Teacher reads poems about a specific theme to the class for example aids. 	<p>Step 6 – Continue the journey by writing the next poem</p> <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise different dance steps. Learners create their own dance: learners choose a dance art form for example ballet or ball room.
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise different drama techniques. Group discussion on “child abuse” and solutions for child abuse. Group discussion: learners decide on a topic for drama as well as different characters in the drama. Learners create a drama with “child abuse” as a theme. Learners show different situations that count as child abuse as well as solutions. <p>Week 4: Development of the Self. Body changes.</p>	<p>Basic steps for songwriting:</p> <p>Step 1: Sum up what the song is about in one short sentence. Knowing what theme the song is bases around will help with the future steps of choosing the right chords and melodies. If the song is sad, there will be more minor chords and melodies constructed using the minor scale.</p> <p>Step 2: Get a chord progression.</p> <p>There are two options:</p> <ul style="list-style-type: none"> Play the same chords for the entire song i.e. same chords for verse, chorus etc. Play different chords for verse, chorus, bridge etc.

PERFORMING ARTS Grade 4 with differentiation: Term 3	
<ul style="list-style-type: none"> • Group discussion: revise different drama techniques. • Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end). • Learners use pictures, objects, words, stories, newspaper articles, real life situations as stimulus to develop a drama. Focus on the 'WHAT'? - question. What is happening? How the story begins and ends? Start off with an improvisation to develop the framework of the drama. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> • Group discussion: basic steps to write a song about a specific theme. • Teacher plays songs about a specific theme to the class for example aids. • Learners work together in a group to create a song about a specific theme for example aids and perform it in front of the class. 	<p>Both options work perfectly and many successful songs have been written using both methods.</p> <p>Step 3: Create a melody.</p> <p>Step 4: Add lyrics to the melody.</p> <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Group discussion: revise different dance steps. • Group discussion: revise different traditional dances. • Teacher shows DVD's with different traditional dances to show learners the different steps used in the dances. • Learners create a dance that can be performed in a group showing different traditional dances.

GRADE 4 TERM 3 VISUAL ARTS			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1-2	VISUAL ART Development of self in the society. Abilities, interests and potential Visual literacy	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 with differentiation: First year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs, artworks and real objects to identify and name all art elements in images of animals, birds, fish, insects and reptiles. • Learners observe photographs, artworks and real objects to identify and name all art elements in images of jewelry made with wiring. • Learners observe photographs, artworks and real objects to identify the use recyclable materials and papier maché to make useful objects. • Learners discuss geometric shapes and cool and warm colours, develop craft skills.
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs, artworks and real objects to identify and name all art elements to increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern. • Learners observe photographs, artworks and real



GRADE 4 TERM 3 VISUAL ARTS			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>objects to identify and name all art elements in images of jewelry made with wiring.</p> <ul style="list-style-type: none"> • Learners discuss art elements: naming and using geometric and organic shapes/forms with emphasis on pattern and surface decoration for craft objects.
	Create in 2D	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to draw animals, birds and insects. • Teacher shows DVD's and photos to show different paintings and drawings of animals, birds and insects. • Group discussion on tools and equipment that is used when painting and drawing. • Learners make paintings or drawings of birds, fish, <div data-bbox="1241 1052 1507 1398" data-label="Image"> </div> <div data-bbox="1646 760 1908 1117" data-label="Image"> </div> <p>insects, reptiles, etc. use oil pastels in warm colours.</p> <p>Examples of paintings and drawings of birds:</p>

GRADE 4 TERM 3 VISUAL ARTS			
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to design an African pattern or print. • Teacher shows DVD's and photos to show different African patterns and prints. • Group discussion on tools and equipment that is used when painting and drawing African patterns or print. • Learners design an African pattern or print that can be used for clothes. <p>Examples of African patterns or print</p> 
6	<p>Health and environmental responsibility</p> <p>Traffic Rules relevant to road users</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher on working with wire. • Teacher shows DVD's and photos to show different examples of jewelry made with wire. • Learners create jewelry for example earrings of a bicycle made out of wire. • Teacher discusses art elements: shape/form,

GRADE 4 TERM 3		VISUAL ARTS	
	VISUAL ARTS Create in 3D	<ul style="list-style-type: none"> ○ Shares and displays work. ● Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. ● Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. ● Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. ● Show spontaneity and a creative attitude in art activities. 	texture <ul style="list-style-type: none"> ● Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Patterns of jewelry using wire are available at craft shops and on the internet.</p> <p>Example of jewelry using the craft of wiring</p> 
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> ● Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. ● Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. ● Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> ● Demonstration by teacher on working with wire. ● Teacher shows DVD's and photos to show different examples of jewelry made with wire. ● Learners create jewelry for example a pendant of a bicycle made out of wire. ● Teacher discusses art elements: shape/form, texture ● Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Patterns of jewelry using wire are</p> 




GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>available at craft shops and on the internet.</p> <p>Example of jewelry using the craft of wiring (above)</p>
7	Social responsibility VISUAL ARTS Create in 2D	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: what is a fantasy plant or fantasy flower. • Teacher shows DVD's, photographs or illustrations of different fantasy plants and fantasy flowers. • Demonstration by teacher: how to make a border on stationary. • Learners make a border on stationary, or decorate a card using a fantasy plant or fantasy flower. <p>Examples of stationary with fantasy plants or fantasy flowers:</p>
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: what is printmaking. • Teacher shows DVD's, photographs or illustrations:



GRADE 4 TERM 3 VISUAL ARTS			
		<p>using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>examples of printmaking.</p> <ul style="list-style-type: none"> • Demonstration by teacher: steps of printmaking. • Learners design a card or stationary using the craft of printing. <p>Printmaking is an indirect means of creating art by transferring an image or design by contact with a matrix such as a block, plate, stone or screen.</p> <p>There are four basic manual processes used in traditional printmaking:</p> <p>Reliëf – wood-cut, wood engraving, linoleum-cut</p> <p>Intaglio – dry-point, engraving, etching, aquatint, mesotint</p> <p>Planography – lithography</p> <p>Stencil – screenprint (silk-screenprint serigraphy)</p> <p>Examples of printing on stationary:</p> <div style="display: flex; justify-content: space-around;">   </div>
9	World of Work	Grade 4 with differentiation: First Year	Grade 4 with differentiation: First Year

GRADE 4 TERM 3		VISUAL ARTS	
	<p>Economic Cycle</p> <p>VISUAL ART</p> <p>Create in 3D</p>	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher on how to do paper maché. • Teacher shows DVD's and photos to show different examples of useful objects made with recycled material or paper maché. • Learners use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders, etc. • Learners decorate the art object. • Teacher discusses art elements: <ul style="list-style-type: none"> pattern; geometric shapes; cool and warm colours. • Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Examples of art objects using recycled materials</p>



GRADE 4 TERM 3 VISUAL ARTS			
			and paper maché (above)
		<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's and photos to show different examples of patterned frames or containers crafted from recycled materials. • Learners craft patterned frames or containers for a classroom . • Teacher discusses art elements: name and use geometric and organic shapes/forms. • Teacher discusses pattern and surface decoration for craft objects. <p>Examples of patterned frames using recycled materials</p> <div>   </div> <p>Example of containers made</p> <div>  </div>

GRADE 4 TERM 3 VISUAL ARTS
10
Assessment
The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

Creative Art

Grade 4 with differentiation: Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 with differentiation: Term 4	
Content : Warm up and play <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control.• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Apply safe dance practice and healthy use of the body by warming up and cooling down.• Apply safe dance practice and healthy use of the body by good postural and joint alignment.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Sing songs, rounds and canons in a choir to warm up the voice.• Sing vowels, rhymes and tongue twisters to warm up the voice..• Use voice, body and found or made instruments to explore sounds	<ul style="list-style-type: none">• Use the voice, gesture and body shape to express feelings and thoughts.• Use the voice and body imaginatively in drama exercises and games.• Explore the use of expressive mime to convey ideas and feelings.• Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.• Express own personal sense of identity and uniqueness in any art form.• Explore the shape, weight and feel of words and sounds in creative drama games.• Use voice and movement spontaneously when playing creative drama games.• Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.• Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.• Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

PERFORMING ARTS Grade 4 with differentiation: Term 4	
<p>and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <ul style="list-style-type: none"> • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. 	<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Participate in musical call and response games and activities. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. • Use voice and movement spontaneously when playing creative drama games.
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Learners use circles, angles, curves and zig-zags. • Learners combine non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner. <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> • Learners move to slow soothing music. • Learners do body part isolations and stretch as part of imaginative experiences. 	<p>A soundscape is a piece of music considered in terms of its component sounds.</p> <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners do simple mime: imitate everyday activities focus on weight, shape and space such as 'crouch in a narrow cave', 'kick a ball on a big soccer field', etc.

PERFORMING ARTS Grade 4 with differentiation: Term 4	
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Learners warm up the voice: Learners use songs and rhymes - focus on high and low notes and fast and slow tempo. Learners sing songs to improve the ability to sing in tune. Learners compose soundscapes, use dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. 	<p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion. Learners perform body percussion "songs" in unison and in canon. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners play posture games to explore the neutral posture.
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> Learners focus on lengthening and curling the spine. Learners do locomotor movements: show control and a strong back e.g. walk with pride, march like a soldier, etc. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> Learners lie on back: tighten/contract all the muscles, make tight fists, clench shoulders, then release all the muscles make body heavy on the floor, etc. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise drama games and different drama techniques. Learners respond to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression. <p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise musical games. Learners play musical games, focus on numeracy and literacy (such as number songs and rhymes).

PERFORMING ARTS Grade 4 with differentiation: Term 4	
<p>etc.</p> <ul style="list-style-type: none"> Learners do voice warm ups (e.g. humming, yawning and sighing). Learners do call and response games in speaking. Learners do action songs (doing actions related to the specific rhythms of the song). 	<p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners play trust and listen games (such as blindfold and lead a partner, etc.)
<p>Content : Improve and create</p> <ul style="list-style-type: none"> Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Differentiate between high and low, long and short, loud and soft sounds. Use the voice and body imaginatively in drama exercise. Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. 	<ul style="list-style-type: none"> clarinets from the Savannah region made of guinea-corn or sorghum stems; flugelhorn, saxophones and guitars. <ul style="list-style-type: none"> Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation. Think about and show how people and animals move. Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. Use the voice, gesture and body shape to express feelings and thoughts.

PERFORMING ARTS Grade 4 with differentiation: Term 4	
<ul style="list-style-type: none"> • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ trumpets made of animal horns and wood; 	<ul style="list-style-type: none"> • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Interpret words, poems, stories and ideas through play, fantasy and the imagination. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Express own personal sense of identity and uniqueness in any art form. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.
Activities, techniques, notes, etc.	Grade 4 with differentiation: First Year

PERFORMING ARTS

Grade 4 with differentiation: Term 4

Week 1: Development of self in the society. Me and my disability.

- Group discussion: identify the meaning of dynamics, pitch, timbre and tempo.
- Teacher plays DVD's and CD's to demonstrate different dynamics in music.
- Learners listen to music and identify how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.

In music, **dynamics** normally refers to the pitch of a tempo or note, but can also refer to every aspect of the execution of a given piece, either stylistic (staccato, legato etc.) or functional (velocity). The term is also applied to the written or printed musical notation used to indicate dynamics.

In music the **pitch** of a note means how high or low a note is.

In music **timbre** also known as tone colour or tone quality of a musical note, sound or tone that distinguishes different types of sound production, such as voices and musical instruments string instruments, wind instruments and percussion.

In music **tempo** was originally used to describe the timing of music, or the speed at which a piece of music is played.

Week 3-4: Development of the self. Asking for help and problem

Axial movement is a movement that occurs in a stationary position.

It refers to an element of dance in which dancers stay anchored to one place by a single body part while using available space in any directions. Axial movements involve bending, stretching, twisting, swinging, gesturing, rising, rotating and spinning.

Week 5: Health and environmental responsibility. Dangers in and around my house and environment.

- Group discussion: learners develop text of puppet performance.
- Group discussion: Learners identify puppet characters for puppet performance.
- Learners develop a puppet performance by focusing on a conversation between puppets.
- Learners explore attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc.

Week 6: Local environmental health. Problems and common diseases.

- Group discussion: revise mime techniques.
- Learner do a mime activity: Learners use imaginary objects, express feelings and ideas through movement, gesture and facial expression.

Week 9: World at work. Banking, saving and using the ATM.

- Group discussion: revise drama games.



PERFORMING ARTS Grade 4 with differentiation: Term 4	
<p>solving.</p> <ul style="list-style-type: none"> Group discussion: techniques used in improvisation. Group discussion: revise locomotor and axial movements. Learners improvise appropriate movements and characters, use axial and locomotor movements to interpret a story such as 'Peter and the Wolf', etc. 	<ul style="list-style-type: none"> Learners make physical shapes. use gesture, posture and balance (balance on different body parts).
Activities, techniques, notes, etc. Grade 4 with differentiation: Second Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: revise the meaning of dynamics, pitch, timbre and tempo. Teacher plays DVD's and CD's to demonstrate different dynamics in music. Learners listen to South African music and focus on how tempo, dynamics, timbre and tempo contribute to unique sound. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise prominent South African instruments. Teacher shows photographs and videos to show prominent South African instruments. Group discussion: unique qualities of prominent South African instruments. Teachers plays DVD's and CD's to identify prominent South African instruments. Learners listen to and identify prominent South African instruments to 	<ul style="list-style-type: none"> Group discussion: techniques that can be used to create different moods. Group discussion: learners choose poem, picture or song to use in the performance. Learners create a mood: use verbal dynamics, expressive sounds and movement. Learners use a poem, picture or song of their choice. <p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners create movements based on pictures, movement sentence (sequence), showing beginning, middle, end. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners perform creative drama games: develop focus and visualisation e.g. 'throw' an imaginary ball concentrate on size, shape and weight



PERFORMING ARTS Grade 4 with differentiation: Term 4	
explore unique qualities of instruments.	
Week 5: Health and environmental responsibility. Dangers in and around my house and environment.	
Content : Perform and reflect <ul style="list-style-type: none"> • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities 	<ul style="list-style-type: none"> • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Identify different aspects of pulse by clapping and moving. • Listen and move creatively to music, stories, songs and sounds. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. • Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.




PERFORMING ARTS Grade 4 with differentiation: Term 4	
<p>such as simple mime showing weight, size and shape.</p> <ul style="list-style-type: none"> • Express own personal sense of identity and uniqueness in any art form. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. • Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.
Activities, techniques, notes, etc. Grade 4 with differentiation: First Year	
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise techniques used in role play. • Learners do role play in pairs depicting a story about one learner having a problem and another learner giving a solution. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise sound pictures and body percussion. • Learners create sound pictures: learners use instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the puppet show. The sound picture could depict a storm, a train coming, or could be rhythms that are associated with each character. <p>Week 6: Local environmental health. Problems and common diseases.</p>	<ul style="list-style-type: none"> • Group discussion: learners decide on the theme of the puppet show. • Group discussion: learners choose relevant songs related to the theme of the puppet show. • Learners perform songs to improve in-tune singing, related to the theme of the puppet show. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> • Group discussion: learners discuss and decide on theme, storyline, characters, music and all other elements of the puppet show. • Learners combine all the different elements of the puppet show that was practiced during the term, to perform the puppet show.




PERFORMING ARTS	
Grade 4 with differentiation: Term 4	
Activities, techniques, notes, etc.	Grade 4 with differentiation: Second Year
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners mime a scene where one learner has a problem and asks for help while the other learner gives a solution to the problem. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Learners discuss environmental responsibility. • Group discussion: learners choose a story, song or poem to build a drama about environmental responsibility. • Learners build a drama about environmental responsibility. • Learners use a new story or use a story that is appropriate to dramatise a song or poem about the environment that can be used in the drama about the environment. 	<p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> • Group discussion: revise body percussion and percussion instruments. • Group discussion: revise environmental responsibility. • Learners use body percussion and self-made instruments to do the music and sound of the drama about environmental responsibility that is going to be performed at the end of the term. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> • Group discussion: Learners discuss and decide on a theme, storyline, characters, music and all other elements needed to perform a drama. • Learners perform a short drama on an environmental problem. • Learners use and apply all the elements that was practiced during the term during the performance.


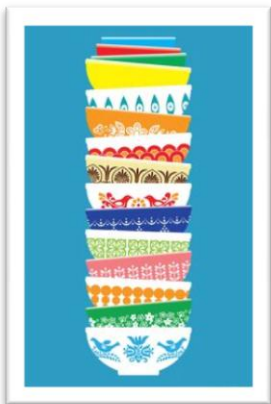
VISUAL ARTS GRADE 4 Term 4			
Wk	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1	VISUAL ART Development of self in the society. Me and my disability Visual literacy	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 with differentiation: First year <ul style="list-style-type: none"> • Teacher commence the lesson by providing visual stimulus to learners. • Learners observe photographs and pictures related to the natural world. • Learners explore colours, shapes and textures that can be observed in nature. • Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and pictures related to the composition of two or more persons or objects. • Learners discuss and observe all art elements in the photographs and pictures. • Learners discuss and observe design principles in the photographs and pictures.


VISUAL ARTS GRADE 4 Term 4			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners name and use contrast, proportion, emphasis and balance. • Teacher asks questions to deepen and extend observation of elements and design principles.
2	<p>Receiving and giving feedback</p> <p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise and discuss examples of scenes of the natural world. • Group discussion: revise the use of colours, textures and contrasts in images. • Learners draw or paint pictures of scenes of the natural world. <p>Examples of pictures of scenes of the natural world</p> <div>   </div> <p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: techniques used when drawing of

VISUAL ARTS GRADE 4 Term 4			
		<p>ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>painting a composition.</p> <ul style="list-style-type: none"> • Teacher demonstrates how to draw with oil pastels. • Learners draw or paint pictures that depicts a composition of more than two people or objects. <p>Learners use Oil pastels when drawing.</p> <p>Examples of pictures that depicts composition of two objects</p> <div>   </div>
3-4	<p>VISUAL ARTS</p> <p>Development of the self</p> <p>Asking for help and problem solving</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise different recycled materials and natural materials. • Teacher shows DVD's, CD's and photographs with examples of different kites made with recycled materials or natural materials. • Demonstration by teacher: how to make a kite from recycled of natural materials.

VISUAL ARTS GRADE 4 Term 4			
	Create in 3-D	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create a kite using recycled materials and natural materials. <p>Examples of kites made with recycled or natural materials:</p> <div>   </div>
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise natural materials. • Teacher shows DVD's CD's and photographs of dream catchers made with natural materials. • Demonstration by teacher: how to make a dream catcher. • Learners create a dream catcher using only natural materials. <div>  </div>

VISUAL ARTS GRADE 4 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	 <p>Examples of dream catchers using only natural materials:</p>
7	Social responsibility Gender stereotyping. Sexism and abuse VISUAL ARTS Create in 2D	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: what is kitchen art. • Teacher shows DVD's, CD's and photographs with examples of kitchen art. • Demonstration by teacher: how to paint or draw a kitchen art poster with a food theme. • Learners create a kitchen art poster with a food theme. <p>Examples of kitchen art posters with a food theme</p>  
		Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	Grade 4 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: revise what is kitchen art.

VISUAL ARTS GRADE 4 Term 4			
		<p>ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's, CD's and photographs with examples of kitchen art. • Demonstration by teacher: how to paint or draw a kitchen art poster consisting of kitchen utensils. • Learners create a kitchen art poster consisting of food utensils. <p>Example of a kitchen art poster consisting of food utensils</p> <div>   </div>
8	<p>World at work</p> <p>The rules of the workplace: Good attitudes to have at work</p> <p>VISUAL ARTS</p>	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, 	<p>Grade 4 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's, CD's and photographs of craft articles using recycled materials to store office utensils.

VISUAL ARTS GRADE 4 Term 4			
	Create in 3-D	<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher: how to make craft articles to store office utensils using recycled materials. • Learners use recycled material to make craft articles to store office utensils or stationary <p>Examples of craft articles using recycled material</p> 
		<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, CD's and photographs of craft articles using mason jars or flower pots to store office utensils. • Demonstration by teacher: how to make craft articles to store office utensils using mason jars or flower pots. • Learners use mason jars or flowerpots to help with storage of office utensils and stationary.

VISUAL ARTS GRADE 4 Term 4

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Examples of mason jars and flower pots used for storage of office utensils and stationary



FORMAL ASSESSMENT TASK: GRADE 4 DIFFERENTIATED

GRADE 4 WITH DIFFERENTIATION: TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activity (first year) and
 - Two Performing Arts activity (second year)and report on 2 assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term.
- The assessment goals are similar for Grade 4 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

PERFORMING ARTS

Warm up and play

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.

- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run leap and gallop;
 - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

Improvise and create

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- **Think** about and **show** how people and animals move.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

Perform and reflect

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.

- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
 - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
 - plays simple rhythmic patterns on a drum or equivalent;
 - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Create in 3D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore&experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Creative Art

Grade 5 with differentiation: Term 1

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS

Grade 5 with differentiation: Term 1

Content : Warm up and play

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. 	<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept Formation. <ul style="list-style-type: none"> • Learners do active relaxation in stillness and movement (e.g. tense 	Week 3 (continue) <ul style="list-style-type: none"> • Listening Games. The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet).</p> <ul style="list-style-type: none"> Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). <p>Drama games: Definition</p> <p>Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.</p> <p>Different drama games</p> <ul style="list-style-type: none"> Character games are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character. 	<p>our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help.</p> <ul style="list-style-type: none"> Plot games can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings. <p>Trust games are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.</p> <p>Voice games. The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression</p> <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Teacher demonstrates different action songs. Learners do voice warm up exercises, use humming. Learners do action songs to accompany physical warm ups. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform creativity games (e.g. using props and turn it into

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Concentration games have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task. • Energy Games. The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness. • Getting to know the group games. For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment. • Group cohesion games. When a group cohesion is strong you can achieve amazing things in the classroom. • Improvisation games will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this. 	<p>something else).</p> <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform concentration and listening games. <p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> • Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet). • Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.	<p>Week 7: Social responsibility.</p> <ul style="list-style-type: none"> • Democracy and Citizenship.

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Learners do physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.) <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform rhythm games: use body percussion and movement. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise breathing awareness exercises. Learners do vocal warm up exercises (include breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc). 	<ul style="list-style-type: none"> Group discussion: revise warm up songs. Learners sing warm up songs (including South African songs in unison, in canon and/or with actions). <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform concentration and focus games, using travelling and freezing, to music. <p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> Physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.)
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <p>Learners warm up and cool down:</p> <ul style="list-style-type: none"> Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences). Learners do cool down excercises (include stretches and flowing movements). 	<p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise warm up songs. Learners sing warm up songs (including traditional songs in unison, canon, in two-part harmony and/or call and response). <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform concentration and focus games (using freezing/travelling, and sensory awareness).

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion. Learners perform body percussion games (include in unison, in canon, in two parts, and/or call and response). <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise breath control exercises. Learners do vocal warm up exercises: (include breath control exercises, resonance, tonal qualities in speech/song). 	<p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) Learners cool down (include stretches and flowing movements).
Grade 5 with differentiation:	Content : Improve and create
<ul style="list-style-type: none"> Listen and move creatively to music, stories, songs and sounds. Sing tunes rhythmically and at varying tempo and loudness. Differentiate between high and low, long and short, loud and soft sounds. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Sing songs and make music to express a variety of ideas, feelings and moods. Sing and/or play South African songs from various cultures with 	<ul style="list-style-type: none"> Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. Use the voice, gesture and body shape to express feelings and thoughts. Use the voice and body imaginatively in drama exercises and

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>appropriate rhythm, tempo and dynamics.</p> <ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<p>games.</p> <ul style="list-style-type: none"> • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Identify different aspects of pulse by clapping and moving.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythm patterns. • Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments. • Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments. 	<p>Week 3 (continue)</p> <p>Uneven Rhythm:</p> <p>Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p>Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).</p>

PERFORMING ARTS**Grade 5 with differentiation: Term 1****Content : Warm up and play****Definition of rhythm pattern:**

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	STRONG-weak-weak-weak

Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.

- Group discussion: revise locomotor and non-locomotor movements.
- Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) , with and without imagery.

Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor

Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).

Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.

Swing - a pendular motion of a body part that can move forward and backward or side to side.

Twist - a partial rotation of body parts around an axis

Turn - a full rotation of the body around a vertical or horizontal axis.

Full, half or quarter turns

Shake - a short quick vibrating movement in a body part or the whole body.

Bend - a flex of a body part at a joint

Stretch - extending a body part or the whole body

Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.

Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway.

Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.

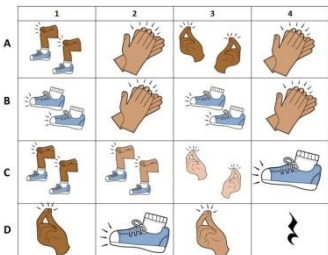
PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p>Even Rhythm:</p> <p>Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p>Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p>Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.</p> <p>Hop - The hop requires a push-off from one foot and landing on the same foot.</p> <p>Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.</p>	<ul style="list-style-type: none"> Group discussion: revise rhythms patterns, locomotor movements and body percussion. Learners perform rhythm patterns, combine locomotor movements with sound (voice/body percussion), to walk, run, and skip note values <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) , with and without imagery.
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use 	<ul style="list-style-type: none"> .Group discussion: revise mime techniques. Learners perform mimed actions: use the five senses (see, hear, taste, touch, smell) to demonstrate situations that can contribute to substance abuse.

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>body percussion and percussive instruments.</p> <ul style="list-style-type: none"> Learners recognise rhythm patterns of different note values in a song that is played. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p>	<p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull).
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm. Learners perform music phrases with voice and/or other instruments while they explore the dynamics, tempo, articulation, pitch and rhythm. Learners recognise and discuss music phrases in a song that is played. 	<ul style="list-style-type: none"> Group discussion: revise sound pictures. Learners perform movement sequences inspired by sound pictures to express a mood or idea Learners perform expressive movement and mime in response to cues from teacher, focus on all body parts, include showing emotions, characters and actions of a person suffering from substance abuse. <p>Week 7: Social responsibility. Democracy and Citizenship.</p>

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise sound pictures. Teacher plays DVD's and CD's and show pictures of instruments while discussing the different instruments and dynamics. Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Group discussion: revise mime techniques. 	<ul style="list-style-type: none"> Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm. Learners perform music phrases with voice and/or instruments: explore dynamics, tempo, articulation, pitch and rhythm. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise sound pictures. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use instruments of different tone colour, pitch and dynamics to express a mood or idea.
Grade 5 with differentiation:	Content : Perform and reflect
<ul style="list-style-type: none"> Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<ul style="list-style-type: none"> Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Differentiate between high and low, long and short, loud and soft sounds. Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. Focus on music from a variety of South African forms.


PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. 	<ul style="list-style-type: none"> • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ trumpets made of animal horns and wood. • Participate in musical call and response games and activities. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. • Listen and move creatively to music, stories, songs and sounds. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings

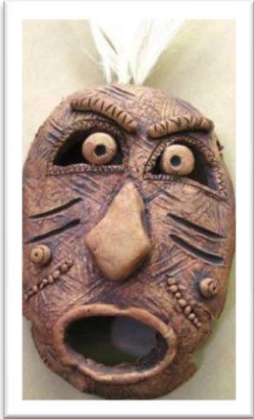

PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Use the voice and body imaginatively in drama exercises and games • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. 	<p>and moods.</p> <ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Express own personal sense of identity and uniqueness in any art form. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Recognise the letter names of notes on lines and in spaces on a treble staff and their difference in pitch. • Recognise crotchet, minim and quaver note values and rests in a short melody. • Sing tunes rhythmically and at varying tempo and loudness.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythms. • Learners perform rhythms (crotchets, minims, crotchet rests, minim rests) use body percussion and/or percussion instruments, songs, in unison, in tune and in time to accompaniment of the group. 	<p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> • Group discussion: revise percussive musical instruments. • Teacher plays DVD's and CD's and show pictures of instruments while discussing expressive qualities of percussive musical



PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: revise mime techniques. Learner mime a positive coping mechanism in a difficult situation with a friend. <p><i>Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.</i></p> <p>Definition of Body percussion:</p> <p>Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.</p>  <p>Example of body percussion:</p>	<p>instruments.</p> <ul style="list-style-type: none"> Learners identify expressive qualities of percussive musical instruments in an African music piece. Learners classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high-low). <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: different cultural songs in South Africa. Group discussion: differences between cultural groups. Learners sing cultural songs to show the difference between different cultural groups. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: what is animation? Teacher discuss national leaders. Learners use animation (bring to life) of objects (props, puppets) to portray a character or tell a simple story about a national leader.
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.	Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.

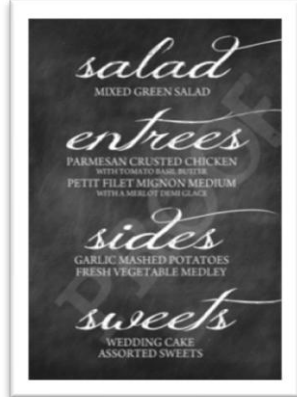
PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement sequences: explore contrasts include contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light). Group discussion: revise mime techniques. Learners role play a positive coping mechanism when having a difficult situation with a friend. <p>Definitions:</p> <ul style="list-style-type: none"> Movement Idea: A created movement that results from a thought or other motivation. Movement Patterns: Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern. Movement Phrase: A sequence of dance movements making up part of a choreographic pattern. A dance phrase. Movement Sentence: a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase. Movement Sequence: Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays. Imagery: the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas. 	<ul style="list-style-type: none"> Group discussion: revise expressions of different moods. Teacher plays CD's with Western and African music while discussion expressions of different moods. Learners identify expressions of different moods both visually and aurally. Use selected examples of Western or African music. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: clothing, songs and dances of other cultures. Teacher shows DVD's, pictures and photographs of other cultures and discusses the clothes, songs and dances of other cultures. Group discussion: learners decide which culture they are going to display. <p>Learners dress up in clothes from other cultures, and perform songs and dances from these cultures.</p> <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise notation of rhythms. Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests Learners perform musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns <p>Learners create a song to sing on a National Day for example Freedom day or Women's day.</p>


PERFORMING ARTS	
Grade 5 with differentiation: Term 1	Content : Warm up and play
Imagery: uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show ho the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.	
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. Teacher read an African folktale or traditional story. Learners perform an African folktale or traditional story. Learners read and interpret an appropriate story, then improvise and develop a short drama for presentation. Learners consider: - clear plot and credible characters - highlighting key moments - using space and narrative devices effectively. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise different types of drama in South Africa. Learners identify different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime) . Group discussion: revise mime techniques. 	<ul style="list-style-type: none"> Learners perform role play in pairs showing how to apply for a grant. Learner can use all the role players for example the social worker, medical nurse and officials from the department. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: different national days in South Africa for example Freedom day, Youth day etc. Learners perform in a concert doing dances and songs as part of the festivities of a national day for example Freedom day. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise C major scale. Learners perform C Major scale and simple melodies in C Major. Learners use the C major scale and create own melody that can be sung in canon to support democracy

VISUAL ARTS Grade 5 TERM 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
2	Development of Self in Society Sexuality, Relationships and Friendships: VISUAL ARTS Create in 3-D	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise working with earthenware clay. • Demonstration by teacher: how to work with earthenware clay. • Teacher show DVD's and photos with examples of friendship jewelry. • Learners create a friendship necklace or bracelet using earthenware clay. <p>Examples of friendship jewelry made with earthenware clay.</p> 
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: revise working with earthenware



VISUAL ARTS Grade 5 TERM 1			
		<p>ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>clay.</p> <ul style="list-style-type: none"> • Demonstration by teacher: how to work with earthenware clay. • Teacher show DVD's and photos with examples of masks showing emotions.. • Learners make a mask of the human face using earthenware clay showing emotions. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise working with earthenware clay. • Demonstration by teacher: how to work with earthenware clay. • Teacher show DVD's and photos with examples of friendship walls.

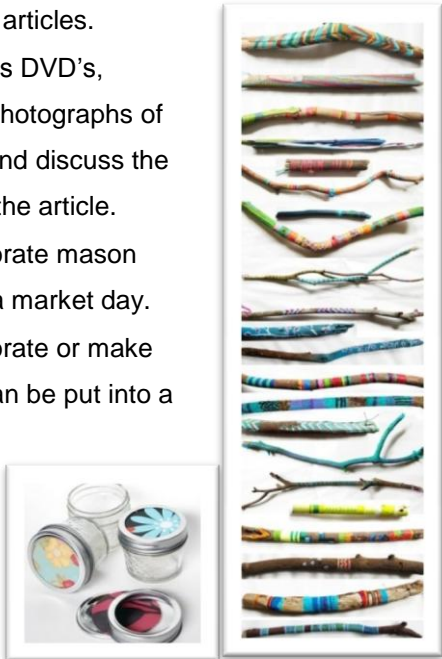
VISUAL ARTS Grade 5 TERM 1			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create a friendship wall with friends to show how friends that work together will strengthen a relationship. <p>Example of a friendship wall</p> 
3	<p>VISUAL ARTS</p> <p>Health, Social and Environmental Responsibility</p> <p>How to do your own budget, income and expenditure.</p> <p>Create in 2-D</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: different strategies and variety of media techniques that can be used to make a poster of mural to advertise. • Teacher shows DVD's, photographs and pictures to show examples of posters and murals advertising a market day. • Learners design a poster or paint a mural to advertise a market day, exploring a variety of media and techniques. <p>Example of a poster advertising a market</p> 



VISUAL ARTS Grade 5 TERM 1			
		<p>express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<p>day.</p>
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: different designs for menu's. • Teacher shows DVD's, photographs and pictures to show examples of different menu's. • Learners design a menu for a coffee shop or restaurant at the market day. 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: different designs for flyers. • Teacher shows DVD's, photographs and pictures to show examples of designs for flyers. • Learners design a flyer to invite people to a market

VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>day.</p> <p>Examples of a flyer inviting people to a market day</p> 
6	Social responsibility Constitutional rights and Responsibility (Democracy and Human Rights) Diversity, Life events	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Learners observe photographs and objects related to objects they could create to be sold at the Market Day. • Learners observe photographs or objects related to advertising the market day for example murals painted or posters made for the market day.

VISUAL ARTS Grade 5 TERM 1			
	and social interactions.	contrast and meaning.	
	VISUAL ARTS Visual Literacy	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to clay images and products that can be sold at a market day. • Learners observe photographs and objects related to different menu's that can be used in coffee shops or restaurants.
		Grade 5 with differentiation: Third Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and 	Grade 5 with differentiation: Third Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name colour and balance in images or products that can be sold at a market day. • Learners observe photographs and real objects related to invitations to attend a market day.



VISUAL ARTS Grade 5 TERM 1			
		<p>graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
	Create in 3-D	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, pictures and photographs to show different craft articles. • Group discussion: revise techniques used to create a specific craft object. • Learners create any craft object that could be sold at a market day. The craft object could range from a beaded necklace, bracelet to a basket or any other craft object that will be a best seller. • The beads could be rolled with paper or clay beads can be created. <p>Examples of craft objects:</p> <div>   </div> <p>Grade 5 with differentiation: Second Year</p>



VISUAL ARTS Grade 5 TERM 1			
		<p>using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: how to decorate craft articles. • Teacher shows DVD's, pictures and photographs of craft articles and discuss the decoration of the article. • Learners decorate mason jars to sell at a market day. • Learners decorate or make articles that can be put into a mason jar for example different sticks  <p>Examples of mason jars and painted sticks</p>
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: different techniques and material that are used to create and decorate cards. • Teacher shows DVD's, pictures and photographs of decorated cards and discusses different techniques that was used. • Learners create and decorate cards that can be sold at a market day.


VISUAL ARTS Grade 5 TERM 1			
		<p>techniques (including waste materials), and colour in a spontaneous and creative way.</p> <ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of decorated cards</p> 
8	<p>VISUAL ARTS</p> <p>World of work</p> <p>Workplace</p> <p>Rules and Processes</p> <p>Create in 2-D</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: specific rules for a workplace. • Teacher shows DVD's, pictures and photographs of posters that can be used in a workplace. • Learners make a small poster portraying specific rules for a workplace. • Examples of posters with rules that can be used in a workplace 

VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: revise the craft of making a collage. • Teachers shows DVD's, pictures and photographs of decorated books or files using the craft of collage. <div data-bbox="1247 532 1522 1101" data-label="Image"> </div> <ul style="list-style-type: none"> • Learners make a collage of pictures or photos that can decorate the front of a book or a file. • Learners use different shapes or letters to create the collage. <p>Examples of collage used for decoration:</p>
		Grade 5 with differentiation: Third Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	Grade 5 with differentiation: Third Year <ul style="list-style-type: none"> • Group discussion: techniques that can be used to decorate a deskpad. • Learners make a personalised deskpad.



VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of personalised deskpads</p> 
9	VISUAL ARTS World of work Decision Making Create in 3-D	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: how to decorate a tin. • Teacher shows DVD's, photographs and pictures of decorated tins. • Learners decorate a tin to make a "piggy bank". <p>Example of a decorated tin "piggy bank".</p> 

VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to make a card holder for a bank card. • Teacher shows DVD's, photographs and pictures of different card holders. • Group discussion: tools and equipment needed to make a card holder. • Learners make a card holder for bank card or ID card. <p>Examples of card holders</p>  
		Grade 5 with differentiation: Third Year	Grade 5 with

VISUAL ARTS Grade 5 TERM 1		
	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: how to make or decorate a “box bank” or ‘dream bank”. • Teacher demonstrates how to make a “ box or dream bank”. • Teacher shows DVD’s, photographs and pictures of different “box banks”. • Group discussion: tools and equipment needed to make a ‘box- or dream bank”. • Learners make or decorate a “box bank” or “dream bank” for saving for a specific goal. <p>Example of a “dream ba</p> 
10		
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.		

Creative Art

Grade 5 with differentiation: Term 2

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 with differentiation: Term 2		Content : Warm up and play
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. 		<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games.

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. 	<ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> • Learners do awareness of breathing in relaxation and movement exercises (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat). • Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.). <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythm games. • Learners perform rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres). <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> • Learners do imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) and rolling 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform directional games in general space. • Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes). • Learners perform call and response games (e.g. call and response songs with movements). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Learners warm up the body: learners do awareness of breathing in relaxation and movement (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat). • Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.).

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>up and down the spine to warm up the voice.</p> <ul style="list-style-type: none"> Learners do imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) to warm up the voice. 	
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control(including floor work, body part isolations, knee bends and rises). <p><i>Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused onto develop co-ordination and control.</i></p> <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Learners warm up the voice: sing warm up songs (including South African songs in unison, canon, and call and response). <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low). 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform sensory games responding to aural, oral, visual, tactile and kinesthetic stimuli. Learners perform spatial awareness games (including lunges, arm swings, transfers of weight, etc.). <p>Week 8: World of work. Documentation required.</p> <p>Learners warm up the body</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control(including floor work, body part isolations, knee bends and rises). <p><i>Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused onto develop co-ordination and control.</i></p>

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) . <p>Learners cool down (including stretches and flowing movements).</p> <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Learners warm up the voice: sing warm up songs (including traditional songs in unison, canon, two part harmony, and/or call and response). <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breath control exercises, articulation in tongue twisters, proverbs, etc.). 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform spatial awareness games (including lunges, jumps, arm swings, etc.). <p>Week 8: World of work. Documentation required.</p> <p>Learners warm up the body and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences). Learners do cool down exercises (including stretches and flowing movements).
Grade 5 with differentiation:	Content : Improvise and create
<ul style="list-style-type: none"> Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines 	<ul style="list-style-type: none"> Identify different aspects of pulse by clapping and moving. Recognise the letter names of notes on lines and in spaces on a treble staff and their difference in pitch. Recognise crotchet, minim and quaver note values and rests in a short melody. Listen to and identify musical instruments in terms of appearance,

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>and nature.</p> <ul style="list-style-type: none"> • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use the voice and body imaginatively in drama exercises and games. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental 	<p>name, how sound is produced, timbre and general pitch classification (high-low).</p> <ul style="list-style-type: none"> • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>percussion and movement.</p> <ul style="list-style-type: none"> • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<ul style="list-style-type: none"> ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <ul style="list-style-type: none"> • Group discussion: revise movement sentences and sound pictures. • Learners perform movement responses to sound pictures (considering levels, directions, rhythms and weights of movement). <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythm patterns. • Learners play follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern. • Teacher develop this activity by dividing class into pairs, one learner claps a rhythmic pattern and the partner answers with the same pattern and adding his/her own pattern. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> • Learners create instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.). 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Teacher introduce learners to a variety of traditional Western and indigenous instruments ranging from triangles, tambourines, drums, recorders, guitars, cymbals, marimbas, etc. • Learners explore the different sounds that are produced by these instruments. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythmic patterns and body percussion. • Learners perform rhythmic patterns using body percussion or percussion instruments. • Learners clap different rhythms, using percussion instruments (they could use their self-made instruments). <p><i>This activity could develop into call and response songs and games – the teacher divides the class into a calling and response group. Each</i></p>

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Learners perform sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms). 	<p><i>group learns part of the song. Add a drum to accompany the song (e.g. Shosholoza).</i></p>
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances. Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another. Learners divide into groups of four to six. They explore different ways to combine the movements they have explored, experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another. <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances. Learners perform combinations of two or more movements with a partner. 	<p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast. <p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creating own instruments. Learners create their own instruments using found objects, e.g. shakers using empty plastic containers filled with rice, sand, beans, etc.; wind instruments using drinking straws cut in different lengths, etc. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise rhythmic patterns. Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>Week 1: Development of self in the society. Goal setting.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth. Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus. <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using elements of dance, including time: rhythm and space. 	<p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Group discussion: structure of short musical pieces. Learners study and play short musical pieces, structured in binary form (A B), and ternary form (A B A). <p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise traditional instruments. Learners use traditional instruments to perform a percussion band song. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.
Grade 5 with differentiation:	Content : Perform and reflect
<ul style="list-style-type: none"> Listen and move creatively to music, stories, songs and sounds. Sing tunes rhythmically and at varying tempo and loudness. Differentiate between high and low, long and short, loud and soft sounds. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Sing songs and make music to express a variety of ideas, feelings 	<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic

PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>and moods.</p> <ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. 	<p>sequences or role-plays.</p> <ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone;




PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. 	<ul style="list-style-type: none"> ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; • Differentiate between high and low, long and short, loud and soft sounds.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: how to create a song. • Demonstration by teacher : creating a song. • Group discussion: learners discuss the meaning of Earth day. • Learners create their own song about Earth day to demonstrate difference in pitch and note values, using voice and found and natural instruments. • Some learners can sing the song and other learners can do a dance on the song simultaneously. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners mime a situation where a fire is started in the house and the family must try and save the house as well as themselves. 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Teacher plays African music and discuss the expressive qualities of the instruments used in the piece. • Learners identify the expressive qualities of melodic musical instruments in an African music piece. • Learners classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Group discussion revise pitch and note values. • Learners create melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh).
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: different cultural dances in South Africa. 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p>



PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: specific features of each cultural song. Learners experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts. During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Group discussion: revise role play techniques. Learners role play a situation where some family member in the home drank something that is dangerous. Show how everybody must work together and what each person have to do to save the family member. 	<ul style="list-style-type: none"> Teacher plays selected pieces of music and discusses different genres. Group discussion: revise elements of music in different genres. Learners listen to two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners perform a mime sequence using sensory detail and emotional expression, and showing weight, size and shape.
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Group discussion: revise rhythmic drum patters. Teacher select a piece of music and a cultural dance that the learners will find interesting. Learners base some of the warm up and play exercises on the steps that will be used in the dance sequence. Learners create movement sequences that are based on the dance that will be performed. Teacher allow learners to work in groups or pairs when they rehearse for the presentation – remind learners of eye contact and focus. <p>The rhythmic patterns on the drum need to be explored by all learners</p>	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Teacher discusses different dance types in South Africa. Group discussion: unique characteristics of different dance types in South Africa. Learners observe and discuss two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise cultural dances. Teacher shows a DVD and discusses different cultural dances




PERFORMING ARTS	
Grade 5 with differentiation: Term 2	Content : Warm up and play
<p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> • Group discussion: revise different drama techniques. • Learners create a drama with different family members having a medical problem at home. Include safety rules and measures that must be taken in the house. 	<p>portrayed on the DVD.</p> <ul style="list-style-type: none"> • Learners select a cultural dance; observe and discuss the steps and styles of the dance in a recorded or live performance. • Learners rehearse a cultural dance for presentation


VISUAL ARTS GRADE 5 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Development of self in the society Goal setting Visual literacy	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Learners find examples of artistic lettering and or pattern-making to show different art elements. • Learners observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making.
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to indigenous African patterns and African body adornment. • Learners observe photographs/ pictures/videos of a variety of art works such as murals depicting different patterns, as well as images of African body adornment.



VISUAL ARTS GRADE 5 Term 2			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Learners observe photographs/pictures/video's of a variety of art works depicting different fonts and designs of letters on gift wrapping paper or cards. • Learners observe photographs/pictures/video's of a variety of art works depicting relief mandalas.
2	<p>Development of self in society</p> <p>Future options</p> <p>VISUAL</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: how to use letters of the alphabet for decoration or craft articles.


VISUAL ARTS GRADE 5 Term 2			
	LITERACY Create in 2-D	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of different craft articles made with letters of the alphabet. • Learners use one letter of the alphabet and create a doorhanger or fun poster. <p>Examples of craft objects using the letters of the alphabet</p>  
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise the craft of collage. • Teacher shows DVD's, photos and pictures of craft articles decorated with collage and using different letters of the alphabet. • Learners make a craft article and decorate it with collage using different letters and mediums. 



VISUAL ARTS GRADE 5 Term 2			
		<p>organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of craft articles using letters of the alphabet</p> 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: what is a reliëfmandala. • Teacher shows DVD's, photos and pictures of reliëf mandalas. • Group discussion: how to make a reliëf mandala. • Learners design or colour a reliëf mandala. <p>Mandala is a graphic and often symbolic pattern, usually in the form of a circle divided into four separate sections or bearing a multiple projection of an image. Patterns of mandalas are available in art shops as well as in colouring books.</p> 


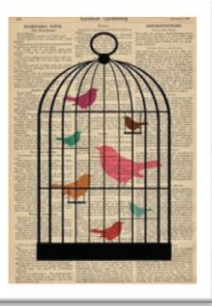


VISUAL ARTS GRADE 5 Term 2			
3-4		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	Examples of reli��f mandalas above 
	VISUAL ARTS Health and Social Responsibility First Aid Create in 3-D	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: how to make a craft article using the craft of paper- mach��. • Demonstration by teacher – how to make a suncatcher. • Demonstration by teacher – how to make a paper-mach�� light up globe. • Group discussion: tools and equipment needed when making the craft article. • Learners make an Earth day suncatcher or a paper-mach�� light up globe. Examples of Earth day craft articles  



VISUAL ARTS GRADE 5 Term 2			
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: how to make a bird feeder using recycled materials. • Demonstration by teacher – how to make a birdfeeder. • Group discussion: tools and equipment needed when making the craft article. • Learners make a bird feeder using recycled materials. 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: what is a terrarium.

VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher – how to make a terrarium in a bottle. • Group discussion: tools and equipment needed when making the craft article. • Learners make a terrarium in a bottle 
6	Social responsibility Human rights VISUAL ARTS Create in 2-D	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a bottle. • Group discussion: tools and equipment needed when beading a bottle with the colour of the South African flag. • Learners bead a bottle using the colours of the South African flag. <p>Example of a beaded bottle</p> 

VISUAL ARTS GRADE 5 Term 2			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a tin cup. • Group discussion: tools and equipment needed when beading a tin cup with the colour of the South African flag. • Learners bead a tin cup using the colours of the South African flag. <p>Example of a beaded tin cup</p> 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a musical instrument for example a vuvusela.

VISUAL ARTS GRADE 5 Term 2			
		<p>composition;</p> <ul style="list-style-type: none"> ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: tools and equipment needed when beading a musical instrument with the colour of the South African flag. • Learners bead a musical instrument using the colours of the South African flag. <p>Example of a beaded Vuvusela</p> 
9	<p>World of work</p> <p>Safety signs and PPE</p> <p>VISUAL ARTS</p> <p>Create in 2-D</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials. • Group discussion: tools and equipment needed when making a craft article with recycled materials. 

VISUAL ARTS GRADE 5 Term 2			
		<p>responsible behaviour in the work space.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a craft article using recycled bottle caps. <p>Example of pictures using bottle caps (above)</p> 
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials. • Group discussion: tools and equipment needed when making a craft article with recycled materials. • Learners make a craft article using recycled newspapers. <p>Example of pictures with recycled newspapers</p>   

VISUAL ARTS GRADE 5 Term 2			
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials. • Group discussion: tools and equipment needed when making a craft article with recycled materials. • Learners make a craft article using recycled glass. <p>Examples of craft articles using recycled glass</p> <div>   </div>
<p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

Creative Art

Grade 5 with differentiation: Term 3

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental 	<ul style="list-style-type: none"> • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
percussion and movement.	
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Learners roll up and down the spine and bend sideways. Learners do floor work including rounding and lengthening the spine and stretching, sitting and lying down. Learners do body part isolations in warm up exercises as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head). <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do voice warm up exercises (e.g. humming, yawning and sighing). Learners perform call and response games (in speaking, singing and movement). Learners do action songs (doing actions related to the specific rhythms of the song). <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: creative drama games. Learners perform concentration and focus games. 	<ul style="list-style-type: none"> Learners perform sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions). <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do warm up exercises: roll up and down the spine and side bends. Learners do floor work: include rounding and lengthening the spine and stretching, sitting and lying down. Learners do body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head). <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do voice warm up exercises (e.g. humming, yawning and sighing). Learners perform call and response games (in speaking, singing and movement). Learners perform action songs (doing actions related to the specific rhythms of the song).
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Learners do physical warm up activities for co-ordination and 	<ul style="list-style-type: none"> Learners perform trust games, in pairs and small groups (e.g. sharing body weight, and other)

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises).</p> <ul style="list-style-type: none"> Learners do cool down activities (including stretches and flowing movements). <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response). <p>Week 5: Health and environmental responsibility. HIV and AIDS. Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do breathing and articulation activities. Learners start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response).
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Learners do physical warm up activities for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops). Learners do cool down activities (including stretches and flowing movements). 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops). Learners do cool down activities (including stretches and flowing movements).

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response). <p>Week 5: Health and environmental responsibility. HIV and AIDS. Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform action and reaction games. 	<p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response).
Grade 5 with differentiation:	Content : Improvise and create
<ul style="list-style-type: none"> Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. Use the voice and body imaginatively in drama exercises and 	<ul style="list-style-type: none"> Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs Explore the shape, weight and feel of words and sounds in creative drama games. Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. Use voice and movement spontaneously when playing creative drama games. Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>games.</p> <ul style="list-style-type: none"> • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement responses to different types of music. Learners explore how the mood of music can inform the mood of movement, and vice versa. <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences. <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. 	<ul style="list-style-type: none"> Learners explore characters, using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) Consider body language, posture and gesture. <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences: explore verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement responses to different types of music: explore how the mood of music informs the mood of movement, and vice versa.
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform musical phrases in pairs, using repetition, accent, call and response, and/or echo. Learners perform movement phrases in pairs using ‘question and answer’ and ‘meeting and parting. 	<ul style="list-style-type: none"> Learners perform pair role-plays, using appropriate language, movement, facial expression and gesture. <p><i>Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practise</i></p>

PERFORMING ARTS Grade 5 with differentiation: Term 3		Content : Warm up and play
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform partner skills such as copying, leading, following and mirroring. <p><i>Learners are divided into pairs. Each learner works with a partner and imitates the movement made by the other, or mirrors the movements made. The focus is on developing concentration and observational skills</i></p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise role plays. 		<p><i>performing the dialogue for a few times and then add their own dialogue to develop the scenario.</i></p> <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners balance in different ways on one leg, alone and with a partner. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise movement phrases and musical phrases. Learners perform musical phrases, in pairs, using repetition, accent, call and response, and/or echo. Learners perform movement phrases in pairs using 'question and answer' and 'meeting and parting.
Grade 5 with differentiation: Third Year		Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: conflict situations. Learners perform short dialogues and explore conflict within a specific context (Who? What? Where? When?) in the dialogue. Learners perform music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately. <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p>		<p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences and locomotor movements. Learners perform movement sequences exploring conflict and using a combination of loco motor and non-loco motor movements. Learners sing a song about the conflict situation so that it becomes an echo. I am angry ; about what-what? I want to fight –fight; where-where? When-when; now-

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<ul style="list-style-type: none"> • Group discussion: cultural traditions of the learners. • Teacher chooses a cultural tradition that the learners can relate to. • Learners create a short drama about the cultural tradition. • Teacher allows the learners to decide which song are going to be performed in the short drama. • Learners use the cultural tradition as a context to explore action and reaction games. • Learners use the cultural tradition to explore short dialogues that can be used in the drama. 	<p>now.</p> <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythmic patterns. • Learners perform rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Group discussion: revise different drama techniques. • Learners perform short dialogues: explore conflict within a specific context (Who? What? Where? When?). • Learners perform music phrases: explore conflict, using voice, found or made instruments, rhythm and melody appropriately.
Grade 5 with differentiation:	Content : Perform and reflect
<ul style="list-style-type: none"> • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic 	<ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>activities</p> <ul style="list-style-type: none"> • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. 	<p>percussion and movement.</p> <ul style="list-style-type: none"> • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners building a drama from a stimulus: choose characters, 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> • Group discussion: revise sound pictures. • Group discussion: revise body percussion. • Learners perform sound pictures using instruments (body


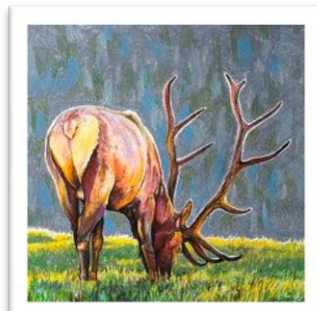

PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>develop a storyline (beginning/ middle/ end) in space and time through mimed action.</p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> • Group discussion: revise role play techniques. • Learners do a role play in pairs showing discrimination in a workplace. • Learners create a solution for the problem and show how to handle this discrimination in a correct way. 	<p>percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo).</p> <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Learners sing songs to improve ability to sing in tune. • Group discussion: how the character of the chosen songs relate to suit characters in a specific drama. • Learners recognises melodies in range of 5th using tonic solfa (doh to soh). • Learners listen to music and classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low).
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> • Group discussion: revise role play techniques. • Learners develop a group role-play:The two pairs match up so that thereare four learners (roles) per group. Learners are tasked to find ways to combine the two role plays. • Learners can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end. • Learners practice the role play for a few times with teacher's 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> • Group discussion: different dance steps. • Learners perform two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Group discussion: revise musical notation of notes on lines and in spaces.




PERFORMING ARTS	
Grade 5 with differentiation: Term 3	Content : Warm up and play
<p>guidance and perform it as a classroom drama.</p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise different drama techniques. Learners dramatise a situation where there is discrimination in the society. Learners create a song or a dance as part of the drama to show the emotions when there is discrimination to an individual. Learner show in the drama right and/or wrong ways to handle this discrimination. 	<ul style="list-style-type: none"> Learners recognise and/or write musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale.
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: song related to specific cultural traditions. Learners sing songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. <p>Learners consider: dynamics, melodic and rhythmic patterns; the movement (posture, facial expression, gesture) or dance element related to the song; style and mood.</p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: emotions related to discrimination situations. Learners create a song or a dance to show the emotions when 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: different types of South African music. Learners perform two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise musical notation and rhythm patterns. Learners perform musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa. Learners perform rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments.




PERFORMING ARTS Grade 5 with differentiation: Term 3		Content : Warm up and play
<p>there is discrimination to an individual.</p> <ul style="list-style-type: none"> • Group discussion: learners discuss right and wrong ways to handle this discrimination. 		




VISUAL ARTS GRADE 5 Term3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Development of the self Abilities, interests and potential Visual literacy	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals. • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild and domestic animals. • Teacher asks questions to deepen and extend observation of elements and design principles in images of wild or domestic animals.
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc. • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and explore art elements in images of reptiles, insects, etc.




VISUAL ARTS GRADE 5 Term3			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Teacher asks questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc.
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Learners observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture. • Learners look at pictures of different buildings and discuss aspects like symmetry and perspective • Teacher's selection of building /s to be used in the observations must preferably from learners' own environment.
2	<p>Development of the self</p> <p>VISUAL ARTS</p> <p>Create in 2-D</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: how to draw an animal. • Group discussion: related colours. • Learners draw the outline of an animal and fill the page, using related colours that are next to or near to each other on the colour wheel.



VISUAL ARTS GRADE 5 Term3		
	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners choose two related colours and a contrasting colour for the background. <p>Drawings of animals</p> <div>   </div>
	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to draw insects and reptiles. • Learners look at images of insects and reptiles. • Learners draw/paint insects or reptiles. • Teacher guides learners to create emphasis (point of focus) in their art works by using contrasting colour. <div>  <p>Drawing of an insect</p> </div>


VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: how to draw a building in 2-D. • Learners create a dream building /school/ village. • Learners look at shape and texture of the different parts (walls, roof, structure).    <ul style="list-style-type: none"> • Learners use paint/ pastels or charcoal to create the drawing. <p>Drawings of buildings</p>
4	Development of the self	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: working with polymer clay. • Teacher shows DVD's, photos and pictures of wild



VISUAL ARTS GRADE 5 Term3			
	VISUAL ARTS Create in 3-D	using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	animals made with polymer clay. <ul style="list-style-type: none"> • Demonstration by teacher: how to make a wild animal using polymer clay. • Group discussion: tools and equipment needed when making a craft article with polymer clay. • Learners make a craft article of a wild animal, using polymer clay. <p>Examples of polymer clay wild animals</p> <div>   </div>
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: working with polymer clay. • Teacher shows DVD's, photos and pictures of reptiles and insects made with polymer clay. <ul style="list-style-type: none"> • Demonstration by teacher: how to make a reptile or insect using polymer clay. • Group discussion: tools and equipment needed when <div>  </div>


VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>making a craft article with polymer clay.</p> <ul style="list-style-type: none"> • Learners make a craft article of a reptile or an insect, using polymer clay. <p>Examples of polymer clay reptiles and insects</p> 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Third Year</p>  <ul style="list-style-type: none"> • Group discussion: creating buildings or villages with recycled material. • Teacher shows DVD's, photos and pictures of buildings that can be crafted using recycled material.. • Demonstration by teacher: how to make a building from recycled materials. • Group discussion: tools and equipment needed when creating a building with recycled materials. • Learners create a building , school or village using recycled materials. <p>Examples of relief buildings that can be created with</p> 

VISUAL ARTS GRADE 5 Term3			
6	Health and environmental responsibility Traffic rules relevant to road users VISUAL ARTS Create in 2-D	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	recycled material. Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: correct clothes to wear to a job interview. • Teacher shows pictures or photos of clothes to wear to an interview. • Learners design an outfit to wear during a job interview. Examples of a collection of clothes <div>   </div>
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: how to make a collage or clothes. <div>  </div>

VISUAL ARTS GRADE 5 Term3		
	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a collage of different working clothes. • Example of a collage of working clothes 
	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: how to make easy jewelry. • Group discussion: different techniques to draw or design jewelry. • Learners design own jewelry that can be worn during job interview <p>Examples of jewelry</p> 

VISUAL ARTS GRADE 5 Term3			
		<p>in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
9	World of work Economic cycle VISUAL ARTS Create in 3-D	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: wire work techniques. • Teacher shows DVD's, photos and illustrations of craft objects using wire work. • Learners make a wire work craft article: Learners create letters that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income. <p>Example of letters made with wire:</p> 
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Group discussion: wire work techniques. • Teacher shows DVD's, photos and illustrations of craft objects using wire work.

VISUAL ARTS GRADE 5 Term3			
		<p>composition;</p> <ul style="list-style-type: none"> ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a wire work craft article: Learners create décor items that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income.   <p>Examples of wire work craft articles</p>
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: wire work techniques. • Teacher shows DVD's, photos and illustrations of craft objects using wire work. • Learners make a wire work craft article: Learners create jewelry for example a bracelet. This craft can be used to sell items on a market to improve a monthly income. <p>Example of a wire work bracelet</p>

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

Creative Art

Grade 5 with differentiation: Term 4

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 with differentiation: Term 4		Content : Warm up and play
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, 		<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice.

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
responds to cues, and shares space.	<ul style="list-style-type: none"> • Sing vowels, rhymes and tongue twisters to warm up the voice.
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up</p> <ul style="list-style-type: none"> • Learners do different kinds of jumps (with soft landings) and other travelling movements as part of the warm up routine. • Learners do body part isolations and stretching as part of imaginative experiences. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform posture games, exploring neutral posture and character's postures. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform trust and listening games (such as blindfolding and leading a partner, etc.). <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Group discussion: revise body percussion. • Learners perform body percussion "songs" in unison and in canon. • Learners perform musical games focusing on numeracy and literacy (such as number songs and rhymes).
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> • Learners do physical warm up exercises for strength and flexibility (including spinal rolls, swings, floor work and body part isolations). • Learners do cool down exercises (including stretches and flowing movements). <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform call and response games. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform group awareness games (such as creating a machine through complementary movements). • Class is divided into groups of four and five. They focus on aspects such as rhythm, dynamics, levels, adding sound effects. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Learners do vocal warm up exercises (including strengthening

PERFORMING ARTS Grade 5 with differentiation: Term 4		Content : Warm up and play
		<p>articulation through rhymes and tongue twisters).</p> <ul style="list-style-type: none"> Learners singing warm up songs (including South African songs in unison, and two-part harmony).
Grade 5 with differentiation: Third Year		Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns). Learners do cool down exercises (including stretches and flowing movements). <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Leading and following games. 		<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform story development games. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing, with chanting). Learners sing warm up songs (including songs in unison, canon, in two-part harmony and/or call and response),
Grade 5 with differentiation:		Content : Improve and create
<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use 		<ul style="list-style-type: none"> Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. Work creatively in dance with props, costumes, found and natural

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<p>of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including 	<p>objects and instruments, alone and in groups.</p> <ul style="list-style-type: none"> • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Demonstrate partner skills such as copying, leading, following and mirroring in movement.

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<p>making up endings to stories presented by the teacher.</p> <ul style="list-style-type: none"> • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. 	<ul style="list-style-type: none"> • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners perform mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform posture games: character's postures. • Learners focus on the physical characterisation of the characters they will portray in the drama. • With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Learners practise to do physical shapes using gesture, posture and balance (balancing on different body parts). • Learners play melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Learners perform a group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels). • Learners explore in groups the key moments of their drama. There may be three or four key moments depicting the middle, climax and end of their story and different locations. • Learners show these moments as a photograph or frozen pictures depicting the essence of the action.

PERFORMING ARTS Grade 5 with differentiation: Term 4		Content : Warm up and play
		<ul style="list-style-type: none"> Learners explore different levels, formations, facial expressions and postures in the frozen picture (tableaux).
Grade 5 with differentiation: Second Year		Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: social, cultural or environmental issues relevant to the learners. Group discussion: revise drama and dance techniques. Learners perform short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise musical instruments. Learners perform a short music piece, combining a number of instruments (drums, marimba, etc.) including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue. 		<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: props needed for the dance drama. Learners use recycled materials to create props that will be used in the dance drama. Learners use different instruments to help and make sound effects for the dance drama. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: different traditional dances that can be used in the dance drama. Learners experiment with various traditional dances that can be part of the dance drama performed in week 9.
Grade 5 with differentiation: Third Year		Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: revise musical elements. Learners create a short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p>		<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: music tunes that will suit each puppet character. Learners create musical signature tunes for each of the puppet characters using voice, found or made instruments. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p>

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences to explore aspects of a story related to environmental, cultural or social issues, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements. 	<ul style="list-style-type: none"> Group discussion: traditional songs and dances that can be used in the drama that is going to be performed. Learners experiment with various traditional dances and songs that can be part of the dance drama performed in week 9.
Grade 5 with differentiation:	Content : Perform and reflect
<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Assume both leader and follower roles willingly in dramatic activities. Participate in simple dances based on formations and patterns. Learn and perform simple dance steps from dances in the immediate environment. Identify and describe the many kinds of dances in South Africa. Learn, interpret and perform dances from South African culture with competence and appropriate style. Work creatively in dance with props, costumes, found and natural 	<ul style="list-style-type: none"> Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. Follow a teacher-directed warm-up routine. Sing songs, rounds and canons in a choir to warm up the voice. Sing vowels, rhymes and tongue twisters to warm up the voice. Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. Focus on music from a variety of South African forms. Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<p>objects and instruments, alone and in groups.</p> <ul style="list-style-type: none"> • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories • Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. • Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. • Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in 	<p>music in South Africa.</p> <ul style="list-style-type: none"> • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and

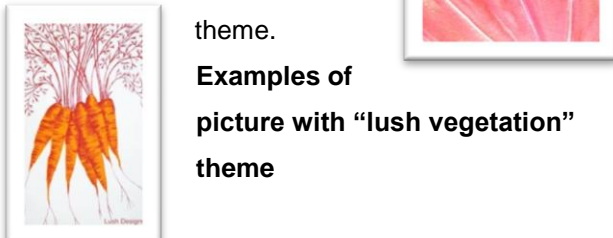

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<p>order to explore rhythms and to create sound pictures.</p> <ul style="list-style-type: none"> • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<p>games</p>
Grade 5 with differentiation: First Year	Activities, techniques, notes, etc.
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise drama techniques. • Learners practice to perform a drama from a stimulus: tableaux in response to location or theme. • Consider: <ul style="list-style-type: none"> ○ introducing and resolving conflict ○ storyline, characters, space and time ○ tableaux to start and end the drama ○ limited dialogue appropriate to the drama. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: sound needed in the drama performance. 	<ul style="list-style-type: none"> • Learners create sound pictures using instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the drama including interludes (between actions) and underscoring (during action). <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Group discussion: songs that relate to the themes of the drama that is going to be performed. • Learners experiment with songs to improve in-tune singing, related to the themes of the drama recognizing melodies in range of 5th (doh to soh.). • Group discussion: revise musical symbols. • Learners recognise musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> • Learners perform the drama they were working on during the term with props, costumes and music.
Grade 5 with differentiation: Second Year	Activities, techniques, notes, etc.
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p>	<p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p>


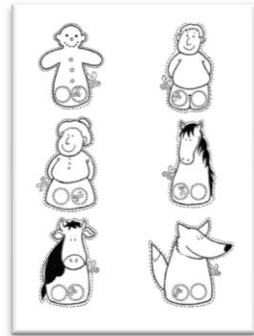

PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: revise dance techniques. Learners practice for a dance drama presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: how to write or choose a poem suitable for the drama presentation. Learners choose or create a short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation. To enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually. Learners sing a song in two or three parts. 	<ul style="list-style-type: none"> Group discussion: revise different voice types. Learners sing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano). <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Learners perform the dance drama they were working on during the term with songs, dances, music and costumes.
Grade 5 with differentiation: Third Year	Activities, techniques, notes, etc.
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. Learners perform a puppet performance, using dialogue, puppet movement and musical accompaniment. Learners consider characters, relationships and structure (conflict and resolution). Teacher choose a story that learners can relate to (traditional or 	<p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners play leading and following games and extend that to the characters that need to lead or follow in the puppet show. Learners play story development games with different puppet characters; these stories could become the basis for the performances.



PERFORMING ARTS	
Grade 5 with differentiation: Term 4	Content : Warm up and play
<p>contemporary).</p> <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Learners use the puppets that were created by the learners to do the singing warm-up(each one can sing as their character would sing -call and response). 	<ul style="list-style-type: none"> Learners allow certain character development and build conflict and resolution into the structure of the story. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Learners perform the puppet show they were working on during the term with music, different songs, a good storyline and puppets.

VISUAL ARTS GRADE 5 TERM 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ART Development of the self Me and my disability Visual literacy	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in images of lush vegetation. • Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.
		Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, 	Grade 5 with differentiation: Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical). • Teacher could hold brief discussion on the principles of flight, the shape of an aeroplane's wings and the way the air flows over them, etc. • Learners look at pictures of hot air balloons,

VISUAL ARTS GRADE 5 TERM 4			
		<p>painting, architecture, sculpture, design, craftwork, and graphic media.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>helicopters, different birds of different sizes, etc. Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</p>
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of puppets • Learners choose a theme for a puppet performance, observe and discuss visual stimuli in photographs and different puppets to establish the art elements involved. • Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.
2	<p>Development of the self</p> <p>Receiving and giving feedback.</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: what does lush vegetation mean? • Teacher shows DVD's, photos and pictures with examples of lush vegetation. • Learners are guided to plan their pictures of plants of lush vegetation. Plants that are near should be

VISUAL ARTS GRADE 5 TERM 4			
	VISUAL ARTS Create in 2-D	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>drawn bigger, at the bottom of the page. Those farther away should be smaller and higher up on the page.</p> <ul style="list-style-type: none"> • Learners create a picture with “lush vegetation” as the theme. <p>Examples of picture with “lush vegetation” theme</p> 
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: different objects things that fly. • Learners look at photographs of birds and draw the shape of the bird with a pencil. • Learners are reminded that the drawing should fill the whole page. • Learners proceed to colour the bird using chalk pastels, blending colours into each other using their fingers. Texture of the feathers is shown with different pastel marks. <p>Examples of pictures of birds</p> 



VISUAL ARTS GRADE 5 TERM 4			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: different kinds of puppets. • Teachers shows DVD's, photos and pictures of puppets. • Demonstration by teacher: how to draw a puppet. • Learners create 2-D puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes) <div style="display: flex; align-items: center;">   </div> <p>Examples of 2-D puppets</p>
3-4	VISUAL ARTS Development	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycled materials.

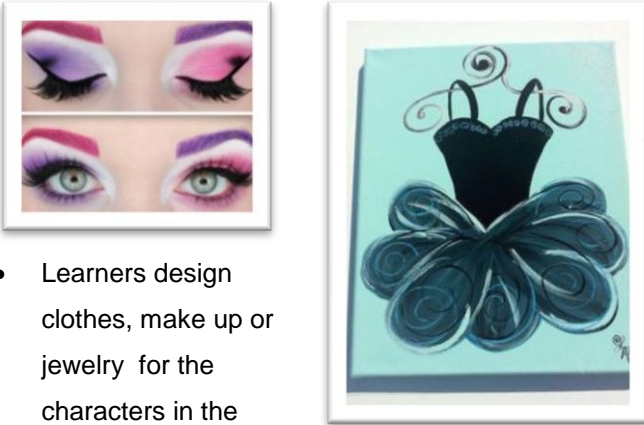
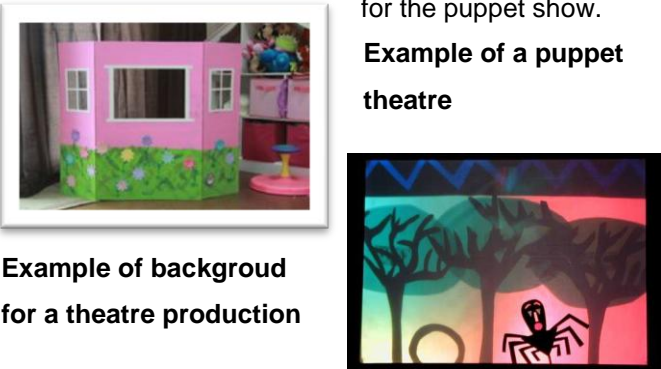
VISUAL ARTS GRADE 5 TERM 4			
	<p>of the self</p> <p>Asking for help and problem solving</p> <p>Create in 3-D</p>	<p>ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures with examples of containers made with recycled material. • Demonstration by teacher: how to make a container with recycled material. • Group discussion: tools and equipment needed to make a container with recycled material/ • Learners make a <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>material</p> </div> <div style="text-align: center;">  <p>container for a specific plant using recycled materials.</p> <p>Examples of containers made with recycled</p> </div> </div>



VISUAL ARTS GRADE 5 TERM 4		
	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise natural and recycled materials. <div data-bbox="1260 370 1470 901" data-label="Image"> </div> <ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures with examples of flying sculptures made with wire, natural and recycled material. • Demonstration by teacher: how to make a flying sculpture. • Group discussion: tools and equipment needed to make a flying sculpture. <ul style="list-style-type: none"> • Learners create a flying sculpture. • Learners work with wire, natural and recycled materials. <p>Examples of flying sculpture</p> <div data-bbox="1627 917 1911 1193" data-label="Image"> </div>
	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise different puppets.




VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures with examples of puppets. • Demonstration by teacher: how to make a puppet. • Group discussion: tools and equipment needed to make a puppet. • Learners create puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes). <p>Example of puppets</p>
6	Health and environmental responsibility Local environmental health	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	Grade 5 with differentiation: First Year <ul style="list-style-type: none"> • Group discussion: costumes needed for the characters in the drama that is going to be performed. • Teacher shows DVD's,




VISUAL ARTS GRADE 5 TERM 4			
	problems and common diseases	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>pictures and photos of costumes that can be used in the drama.</p> <ul style="list-style-type: none"> • Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed. <p>Examples of costumes and jewelry that can be used in a drama performance</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
	<p>VISUAL ARTS</p> <p>Create in 2-D</p>	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: costumes, make up and jewelry needed for the characters in the drama that is going to be performed. • Teacher shows DVD's, pictures and photos of make up, jewelry and costumes that can be used in the drama.

VISUAL ARTS GRADE 5 TERM 4		
	<p>responsible behaviour in the work space.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	 <ul style="list-style-type: none"> • Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed
	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and 	<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: background or theatre needed for the drama that is going to be performed. • Teacher shows DVD's, pictures and photos of backgrounds or puppet theatres that can be used in the drama. • Learners design a puppet theatre or a background for the puppet show. <p>Example of a puppet theatre</p>  <p>Example of background for a theatre production</p>

VISUAL ARTS GRADE 5 TERM 4			
		<p>space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</p> <ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	
8	<p>World of work</p> <p>The rules of the workplace. Good attitudes to have at work. Simulation of career related activities</p> <p>VISUAL ARTS</p> <p>Create in 3-D</p>	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 with differentiation: First Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's. photos and pictures of craft articles made with recycled material. • Group discussion: tools and equipment needed to make the craft article. • Learners make a pencil case using recycled materials <p>Examples of pencil case</p>  
		<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 with differentiation: Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to make or decorate a pencil case. • Teacher shows DVD's. photos and pictures of

VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>decorated pencil cases.</p> <ul style="list-style-type: none"> • Group discussion: tools and equipment needed to make the craft article. • Learners make or decorate a vintage pencil case. <p>Examples of vintage pencil cases</p> 
		<p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and 	 <p>Grade 5 with differentiation: Third Year</p> <ul style="list-style-type: none"> • Group discussion: how to make or decorate a notebook or post it holder. • Teacher shows DVD's. <p>photos and pictures of decorated notebooks and post it holders.</p> <ul style="list-style-type: none"> • Group discussion: tools and equipment needed to make the 

VISUAL ARTS GRADE 5 TERM 4			
		<p>organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>craft article.</p> <ul style="list-style-type: none"> • Learners make or decorate a notebook or post it holder. <p>Examples of notebooks and post it holders above</p> 
<p align="center">FORMAL ASSESSMENT TASK: GRADE 5 DIFFERENTIATED</p> <p align="center"><u>GRADE 5 WITH DIFFERENTIATION: TERM 1-4</u></p> <ul style="list-style-type: none"> • During each of the four terms, the teacher chooses <ul style="list-style-type: none"> - Two Performing Arts activities (first year) - Two Performing Arts activities (second year) and - Two Performing Arts activities (third year) and report on 2 assessment goals. • The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term. • The assessment goals are similar for Grade 5 with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year. <p>PERFORMING ARTS</p> <p><u>Warm up and play</u></p>			

VISUAL ARTS GRADE 5 TERM 4

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run leap and gallop;
 - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

Improvise and create

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together

VISUAL ARTS GRADE 5 TERM 4

- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.

VISUAL ARTS GRADE 5 TERM 4

- **Think** about and **show** how people and animals move.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

Perform and reflect

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement

VISUAL ARTS GRADE 5 TERM 4

style, purpose, and use of dancers, costumes and music.

- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
 - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
 - plays simple rhythmic patterns on a drum or equivalent;
 - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative

VISUAL ARTS GRADE 5 TERM 4

way.

- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Create in 3D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.

VISUAL ARTS GRADE 5 TERM 4

- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

SECTION 4

ASSESSMENT

Subject specific content to be added to generic section 4 after public comment changes/corrections have been made.

Assessment across the 14 years

Grade R: First, Second and Third Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 different assessment goals.

The assessment goals are similar for Grade R with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 2 or 3	Follow a teacher-directed warm-up routine. Perform simple relaxation exercises for warming up and cooling down. Build own movement vocabulary using: <ul style="list-style-type: none">• Loco motor movements such as walk, run,	Discover tempo through own suitable movements to slow and fast music Move to music fast/slow; small/big steps; using beat of a drum; without bumping in each other Participate in laterality exercises.

		leap and gallop; <ul style="list-style-type: none"> Non-loco motor movements such as reach, bend and rise 	Respond to cognitive stimulation.
2	Week 4 or 5	Play with different sizes, shapes and colours containers in water or in the sandpit Stop / freeze, change direction when whistle blows. Push a big box, cart or article filled with equipment/toys.	Play body percussion: clap hands, stamp feet, slide feet on the rhythm of the music. March activities on the rhythm of the music; clapping hands Demonstrate physical and motor activities. Develop sensory exploration
3	Week 6 or 7	Screw and unscrew lids of different sizes bottles and/or match lids with bottles Sort blue/red/yellow objects/ beads etc Hit , kick, throw or push balloon, empty onion bag, soft ball or beanbag.	Blow bubbles and/or step on bubbles. Imitate animal by movement or sound Identify different textures. Identify different odours
4	Week 8 or 10	Participate in fine motor activities/hand eye coordination Participate in midline crossing exercises Participate in balance exercises	Participate in outside water play. Participate in exercises to develop spatial awareness Identify different flavours

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade R with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Show spontaneity and a creative attitude in art activities.</p> <p>Create a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p>	<p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks</p> <p>Create a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p>
2	Week 7 or 9	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Build a 3D art work using wooden blocks, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or</p>	<p>Create a 3D art work using natural and recycled materials.</p> <p>Create a 3D art work using edible food.</p> <p>Create a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p> <p>Build a simple puzzle 2-10 pieces. With or without knobs</p> <p>Show spontaneity and a creative attitude in art activities.</p>

		card board boxes.	
--	--	-------------------	--

Grade 1: First and Second Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals.

The assessment goals are similar for Grade 1 with differentiation, first and second year

.Activities must be more advanced in second year, and different assessment goals must be reported on during the second year

Task	Term 1-4		
1	Week 2 or 3	<p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p>Use voice, body, percussion, natural, found or made</p>	<p>Express moods and ideas through movement and songs.</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Sing songs found in the immediate environment.</p>

		<p>instruments to accompany stories, dances and songs.</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p>	<p>Participate in exercises to develop eye-foot co-ordination.</p>
2	Week 4 or 5	<p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Sing together with the music and dance to the music.</p> <p>Extend and refine fine motor skills</p> <p>Reinforce hand eye coordination.</p> <p>Improve midline- crossing.</p>	<p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice.</p> <p>Explore the shape, weight and feel of words and sounds in creative drama games</p>
3	Week 6 or 7	<p>Use voice and movement spontaneously when playing creative drama games.</p> <p>Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Participate in physical development activity</p> <p>Extend and improve balance.</p> <p>Participate in simple dances based on formations and patterns.</p>	<p>Extend and refine gross motor skills.</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • Loco motor movements such as walk, run, leap and gallop; • Non-loco motor movements such as reach, bend and rise <p>Demonstrate the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning</p> <p>Learn and perform simple dance steps from dances in the immediate environment.</p>

4	Week 8 or 10	<p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Identify and describe the many kinds of dances in South Africa.</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style.</p> <p>Discover tempo through own suitable movements to slow and fast music</p>	<p>Play with different sizes, shapes and colours containers in water or in the sandpit</p> <p>Stop / freeze, change direction when whistle blows.</p> <p>March activities on the rhythm of the music; clapping hands</p> <p>Play body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.</p> <p>Move to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.</p>
---	--------------	---	---

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 1 with differentiation, first and second year.

Activities must be more advanced in second year and third year, and different assessment

goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Show spontaneity and a creative attitude in art activities.</p>	<p>Create a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p> <p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: paint,decoupage, toothpicks, soap, water colour, sponges,wool,finger paint, sand,cloth, rope, beads.</p> <p>Create a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes,glass.</p>
2	Week 7 or 9	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Show spontaneity and a creative attitude in art activities.</p>	<p>Build a 3D art work using wooden blocks, stones,shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.</p> <p>Create a 3D art work using natural and recycled materials.</p> <p>Create a 3D art work using edible food.</p> <p>Create a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p> <p>Build a simple puzzle 2-10 pieces. With or without knobs.</p>

Grade 2: First and Second Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 2 with differentiation, first and second year.

Activities must be more advanced in second year, and different assessment goals must be reported on during the second year..

Task	Term 1-4		
1	Week 2 or 3	Creative games and skills Follow a teacher-directed warm-up routine. Follow a warm up ritual that develops co-ordination and control Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. Perform simple relaxation exercises for warming up and cooling down. Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body	Improvise and Interpret Express moods and ideas through movement and songs. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Sing songs found in the immediate environment.

		<p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	
2	Week 4 or 5	<p>Creative games and skills</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Learn and perform simple dance steps from dances in the immediate environment</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms</p> <p>Improvise stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community</p> <p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Convey feelings and ideas through facial expression and gesture</p>	<p>Improvise and Interpret</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Explore music, movement and voice focusing on tempo</p>
3	Week 6 or 7	<p>Creative games and skills</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with</p>	<p>Improvise and Interpret</p> <p>Sing together with the music and dance to the music.</p> <p>Demonstrate ability to take on a role in drama -</p>

		<p>different rhythms.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Explore music, movement and voice focusing on pitch.</p> <p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p>teacher stimulated.</p> <p>Work with others when exploring situations in role.</p>
4	Week 8 or 10	<p>Creative games and skills</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p> <p>Play rhythm, clapping, skipping and singing games in pairs.</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p>	<p>Improvise and Interpret</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Express and describe feelings in response to a drama, story or event</p>

		Explore music, movement and voice focusing on tempo. Sing together with the music and dance to the music	
--	--	---	--

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 2 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions, to express	Show spontaneity and a creative attitude in art activities. Develop fine motor and sensory coordination; manipulating scissors and other tools. Create artworks which demonstrate the translation of own ideas, feelings and perceptions into twodimensional work using appropriate and available materials. Create a 2D art work using paint, footprints, handprints. Create a 2D art work using different colours and shapes. Create a 2D art work using different materials: paint,

		mood, feelings and ideas.	puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.
2	Week 7 or 9	<p>Respond to and discuss images, designs and craft objects used in popular culture in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p> <p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Build a 3D art work using juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes</p> <p>Create a 3D art work using natural materials or recycled materials.</p>

Grade 3: First and Second Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 3 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year..

Task	Term 1-4		
1	Week 2 or 3	<p>Creative games and skills</p> <p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Perform simple relaxation exercises for warming up and cooling down.</p> <p>Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p>	<p>Improvise and Interpret</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Learn and perform simple dance steps from dances in the immediate environment</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms</p> <p>Improvise stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community</p> <p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p>
2	Week 4 or 5	<p>Creative games and skills</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Clap and stamp number rhythms and rhymes in</p>	<p>Improvise and Interpret</p> <p>Convey feelings and ideas through facial expression and gesture</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas</p>

		<p>tempo.</p> <p>Play rhythm, clapping, skipping and singing games in pairs.</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p>	<p>and feelings.</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p>Express moods and ideas through movement and songs.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p>
3	Week 6 or 7	<p>Creative games and skills</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Explore music, movement and voice focusing on pitch.</p> <p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Explore music, movement and voice focusing on tempo.</p>	<p>Improvise and Interpret</p> <p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Explore music, movement and voice focusing on tempo:</p> <p>Sing together with the music and dance to the music.</p> <p>Demonstrate ability to take on a role in drama - teacher stimulated.</p>
4	Week 8 or 10	<p>Creative games and skills</p> <p>Sing together with the music and dance to the music</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p>	<p>Improvise and Interpret</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and</p>

		<p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. <p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p>	<p>gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Express and describe feelings in response to a drama, story or event</p> <p>Singing indigenous songs using appropriate movements and dramatization</p>
--	--	--	---

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 3 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>	<p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into twodimensional work using appropriate and available materials.</p> <p>Create a 2D art work using paint, footprints, handprints, fingerprints.</p> <p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.</p> <p>Create a 2D art work using edible materials.</p>
2	Week 7 or 9	<p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art</p>	<p>Show spontaneity and a creative attitude in art activities.</p> <p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Build a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws,yarn or card board boxes</p> <p>Create a 3D art work using natural materials, paper</p>

		materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.	maché or recycled materials. Construct using recyclable materials, emphasis on geometric shapes. Respond to more specific questions about light and dark colours, geometric shapes, and contrast.
--	--	--	---

Grade 4: First and Second Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 assessment goals.

The assessment goals are similar for Grade 4 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 2 or 3	Warm up and play	Demonstrate concentration and accurate listening

		<p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Apply safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.</p> <p>Improvise and create</p> <p>Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p>Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p>through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</p> <p>Recognise crotchet and minim note values and rests in a short melody.</p> <p>Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</p> <p>Perform and reflect</p> <p>Express and describe feelings in response to a drama, story or event.</p> <p>Differentiate between different characters in a story and their point of view.</p> <p>Begin to see differences between self and the role being played.</p> <p>Demonstrate ability to take on a role in drama - teacher stimulated.</p> <p>Work with a partner in role, and switch roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p>Warm up and play</p> <p>Perform simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.</p> <p>Sing songs, rounds and canons in a choir to warm up</p>	<p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Explore the use of expressive mime to convey ideas</p>

		<p>the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice</p> <p>Improvise and create</p> <p>Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Convey feelings and ideas through facial expression and gesture.</p>	<p>and feelings.</p> <p>Perform and reflect</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Assume both leader and follower roles willingly in dramatic activities.</p> <p>Participate in simple dances based on formations and patterns.</p>
3	Week 6 or 7	<p>Warm up and play</p> <p>Follow a warm up ritual to accompany physical warm up using action songs.</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p> <p>Play rhythm, clapping, skipping and singing games in pairs</p> <p>Improvise and create</p> <p>Use sensory detail and emotional expression in</p>	<p>Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p>Perform and reflect</p> <p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Identify and describe the many kinds of dances in South Africa.</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style.</p> <p>Display observation skills by describing components</p>

		<p>dramatic activities such as simple mime showing weight, size and shape.</p> <p>Portray characters and objects from stories using body shapes and sounds.</p> <p>Play at being characters and objects in stories based on local events or told by the teacher.</p> <p>Explore movement characteristics of animals, people, machines and nature.</p> <p>Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p>	<p>of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms.</p>
4	Week 8 or 10	<p>Warm up and play</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • Locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. <p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p>Improvise and create</p> <p>Think about and show how people and animals move.</p>	<p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Perform and reflect</p> <p>Focus on music from a variety of South African forms:</p> <ul style="list-style-type: none"> • improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; • plays simple rhythmic patterns on a drum or equivalent; • explores and uses drum hand techniques such as base slap, open slap, muffle. <p>Express own personal sense of identity and uniqueness in any art form.</p>

		<p>Learn and perform simple dance steps from dances in the immediate environment.</p> <p>Demonstrate partner skills such as copying, leading, following and mirroring in movement.</p> <p>Work co-operatively with partners, improvising and composing dance sequences.</p> <p>Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p>	<p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>
--	--	---	--

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 4 with differentiation, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create in 2-D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design

		<p>photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>elements, with emphasis mainly on primary colours and line.</p> <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
2	Week 7 or 9	<p>Create in 3-D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design

		<p>photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore & experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>elements, with emphasis mainly on primary colours and line.</p> <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
--	--	---	--

Grade 5: First, Second and Third Year with differentiation – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)

- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 assessment goals.

The assessment goals are similar for Grade 5 with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 2 or 3	<p>Warm up and play</p> <p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Apply safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.</p> <p>Improvise and create</p> <p>Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p>Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms</p>	<p>Recognise crotchet and minim note values and rests in a short melody.</p> <p>Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</p> <p>Recognise time signatures such as four-four and three-four.</p> <p>Explore the shape, weight and feel of words and sounds in creative drama games.</p> <p>Perform and reflect</p> <p>Express and describe feelings in response to a drama, story or event.</p> <p>Differentiate between different characters in a story and their point of view.</p> <p>Begin to see differences between self and the role being played.</p> <p>Demonstrate ability to take on a role in drama -</p>

		<p>and to create sound pictures.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</p>	<p>teacher stimulated.</p> <p>Work with a partner in role, and switch roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p>Warm up and play</p> <p>Perform simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice</p> <p>Improvise and create</p> <p>Use voice and movement spontaneously when playing creative drama games.</p> <p>Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p>Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</p> <p>Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and</p>	<p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Convey feelings and ideas through facial expression and gesture.</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Perform and reflect</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Assume both leader and follower roles willingly in dramatic activities.</p> <p>Participate in simple dances based on formations</p>

		exercises.	and patterns.
3	Week 6 or 7	<p>Warm up and play Follow a warm up ritual to accompany physical warm up using action songs. Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. Clap and stamp number rhythms and rhymes in tempo. Play rhythm, clapping, skipping and singing games in pairs Improvise and create Explore the use of expressive mime to convey ideas and feelings. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Portray characters and objects from stories using body shapes and sounds. Play at being characters and objects in stories based on local events or told by the teacher. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and</p>	<p>Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. Think about and show how people and animals move. Perform and reflect Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. Identify and describe the many kinds of dances in South Africa. Learn, interpret and perform dances from South African culture with competence and appropriate style. Display observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music. Improvise and create dance sequences that use steps and styles from various South African dance forms.</p>

		compose movement sequences.	
4	Week 8 or 10	<p>Warm up and play</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • Locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. <p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p>Improvise and create</p> <p>Learn and perform simple dance steps from dances in the immediate environment.</p> <p>Demonstrate partner skills such as copying, leading, following and mirroring in movement.</p> <p>Work co-operatively with partners, improvising and composing dance sequences.</p> <p>Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p>	<p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Perform and reflect</p> <p>Focus on music from a variety of South African forms:</p> <ul style="list-style-type: none"> • improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; • plays simple rhythmic patterns on a drum or equivalent; • explores and uses drum hand techniques such as base slap, open slap, muffle. <p>Express own personal sense of identity and uniqueness in any art form.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>

		Sing songs found in the immediate environment.	
--	--	---	--

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 5 with differentiation, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create in 2D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p>

		<p>culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
2	Week 7 or 9	<p>Create in 3D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design,</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available</p>

		<p>craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
--	--	--	---