



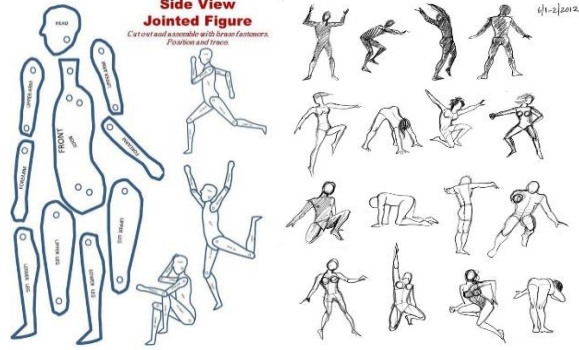






| GRADE   | 4   | 5  | X  | 6  | TERM<br>(See WCED TAP) | 1 | X | 2 | 3 | 4 | ART FORM | Performing Arts | Visual Art | X |
|---|---|--|--|--|------------------------|---|---|---|---|---|----------|-----------------|------------|---|
| TERM 1 WEEK 1 & 2   |   |  |  |  |                        |   |   |   |   |   |          |                 |            |   |
| Role Players<br>(WHO is going to teach/<br>guide/<br>support...)  | Aim/ Purpose/ Topic/<br>Content/ Concepts/<br>Skills<br>(WHAT am I going to teach/<br>guide/ support...)  | Teaching Methodologies & Classroom Management Skills<br>(HOW am I going to teach/ guide/ support...)   | Resources/ LTSM<br>(WHAT am I going to use to<br>teach/ guide/ support...)   |  |                        |   |   |   |   |   |          |                 |            |   |
|   |   |  | Paper-based<br>Resources   | Digital<br>Resources   |                        |   |   |   |   |   |          |                 |            |   |
| <div>TEACHERS</div> <div></div> | <b>WEEK 1:</b><br><b>Visual literacy</b><br><b>Baseline assessment</b><br>Practical informal tasks<br>Art elements <ul style="list-style-type: none"><li>Line</li><li>Shape</li><li>Texture</li><li>Form</li><li>Space</li><li>Colour</li><li>Value</li></ul>   | <b>WEEK 1 (3 days):</b><br>During week 1, the learners will do a baseline assessment. There are many reasons for doing a baseline assessment with learners.<br>Baseline assessments help teachers to... <ol style="list-style-type: none"><li>understand their learners' curriculum needs, challenges and strengths,</li><li>measure learners' aptitude for learning and their potential,</li><li>measure the impact they have on learners as they progress through school.</li></ol> <ul style="list-style-type: none"><li>Give each learner a copy of the baseline assessment task on page 4 and 5. Do not help the learners with these exercises. This will also give you a clear indication of the learners' understanding of last year's work and it will inform an intervention plan where necessary. Give feedback to the learners by discussing the questions, after they have completed the practical activities.</li></ul> | Baseline assessment task.<br><br>Photograph of learner and friend doing a fun activity.<br>A3 paper, A4 paper, Pencil, Jointed figure template, Pastels/ paint/ wax crayon/ food colouring/ water paint, Newspaper, Magazines, Cardboard . | Jointed figure template:<br><a href="https://bit.ly/3oCdLV8">https://bit.ly/3oCdLV8</a><br><br>Complementary colour scheme:<br><a href="https://youtu.be/rE7NrrB2Pg">https://youtu.be/rE7NrrB2Pg</a> |                        |   |   |   |   |   |          |                 |            |   |
|   | <b>Create in 2D, A picture of Me and my friends</b><br>Evaluate use of art elements in a pencil drawing as well as answering of theory questions by using a rubric.<br><br><b>WEEK 2:</b><br><b>Visual Literacy</b><br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour | <b>WEEK 2:</b><br>Each learner receives an A3 page. Learners will create a drawing of themselves and their best friend doing activity the enjoy. The focus in the art work will be on using complementary colours.<br><br><b>STEP 1 – DECIDE ON AN ACTIVITY THAT YOU AND YOUR FRIEND LIKE TO DO TOGETHER.</b><br>Ask the learners what they like to do when they meet with their friend/s. They might like walking, sitting under a tree and talking or playing sports together. If it is at all possible, take a photo of this activity.<br><br><b>STEP 2 – STUDY THE PROPORTIONS OF THE HUMAN FIGURE AND MAKE SMALL ROUGH SKETCHES OF YOUR CHOSEN.</b><br>Study and explain the proportion of the human body with the learners. By using a jointed figure template, learners can position their figures and get the proportions correct. See the digital resources.  |  |  |                        |   |   |   |   |   |          |                 |            |   |

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|   | <p>in images of the human body in action.</p> <p><b>Create in 2D, images of self and others in local environment</b></p> <p><b>Art elements:</b> use of <u>complementary colour</u> in own images of self and others in local environment.</p> <p><b>Design principles:</b> <u>emphasis (focal point)</u> used in own images of self and others in local environment.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind-/ contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p> | <p>These are rough drafts and learners should not spend too much time on this.</p> <p><b>STEP 3 – REDRAW THESE SKETCHES OF YOU AND YOUR FRIEND ONTO A PIECE OF A3 PAPER.</b><br/>Learners now redraw these sketches on a larger scale, on their A3 paper. Encourage learners to use the whole page.</p> <p><b>STEP 4 – CHOOSE A SET OF COMPLEMENTARY COLOURS FOR THE ONE FIGURE AND ADD COLOUR</b><br/>Discuss and explain complementary colours (red and green/ blue and orange/ yellow and purple). Learners add colour with pastels, paint or wax crayon to their first figure, by using a set of complementary colours. Add shading, texture and tone by using different hues of the two colours that they chose.<br/>Note: keep the background in mind when choosing complementary colours. If they are in a forest for instance, do not choose red and green, as the figure will disappear.</p> <p><b>STEP 5 – CHOOSE ANOTHER SET OF COMPLEMENTARY COLOURS FOR THE OTHER FIGURE AND ADD COLOUR.</b><br/>Repeat the process of step 4 BUT use a different set of complementary colours for the second figure.</p> <p><b>STEP 6 – ADD/ CREATE BACKGROUND</b><br/>Complete the background to indicate the learners' environment e.g. forest, building, city, park, etc. Learners can use newspaper, collage, wax crayon resist technique, paint, etc. to create the background. Remind learners to create depth to their artworks by keeping perspective in mind when adding the background.<br/><br/>Note: You can choose to do a separate artwork for the background, cut the figures out and paste on background.</p> |  |  |
| <p><b>PARENTS</b></p>  | <ul style="list-style-type: none"> <li>• Make sure your child has a photograph of him- or herself. If you don't have one this is the ideal time to take a photograph.</li> <li>• Don't assume that you know the subject of your child's art work. Ask your child, "Can you tell me about your painting?"</li> <li>• Notice the details. Talk about the shading, lines, colours, and forms that you see in the work.</li> <li>• Give positive feedback about effort. Don't judge the work, but rather display it proudly.</li> <li>• Never draw on your child's artwork.</li> </ul>   |   |  |  |

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| <b>LEARNER</b><br> | <ol style="list-style-type: none"> <li>1. Decide on an activity that you and your friend enjoy doing together.</li> <li>2. Study the proportions of the human figure and make small rough sketches of the action you and your friend are enjoy doing.</li> <li>3. Redraw these sketches of you and your friend onto your A3 paper.</li> <li>4. Choose a set of complementary colours for the one figure and add colour.</li> <li>5. Choose another set of complementary colours for the other figure and add colour.</li> <li>6. Add background.</li> </ol> |
| <b>Informal / Formal Assessments</b>  | Baseline assessment; My friend and I are doing a fun activity. (complementary colour artwork)   |
| <b>Values Taught</b>  | Accountability; Conscientiousness; Creativity; Dedication; Independence; Integrity; Responsibility; Uniqueness; Vision; Perseverance; Critical Thinking; Collaboration; Communication; Culture; Character development   |

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| <b>Step 1 – decide on an activity that you and your friend enjoy doing together.</b>  | <b>Step 2 – study the proportions of the human figure and make small rough sketches of the action.</b> | <b>Step 3 – redraw these sketches of you and your friend onto your A3 paper.</b>      |
| <p><i>Fun things to do with friends!</i></p> <ul style="list-style-type: none"> <li>• Watch a movie</li> <li>• Photo-shoot</li> <li>• Build a fort</li> <li>• sing/karaoke</li> <li>• Make a handshake</li> <li>• Do makeup</li> <li>• Pillow fight</li> <li>• Dance</li> <li>• hacks/diys</li> <li>• Prank call</li> <li>• Three truths and one lie</li> <li>• Truth or dare</li> <li>• Make funny videos</li> <li>• Try not to laugh</li> <li>• M.A.S.H.</li> <li>• Hide and seek</li> <li>• Pretend your an actor</li> <li>• Talk in accents</li> <li>• Watch youtube</li> <li>• Eat snacks</li> </ul>  |                      |    |
| <b>Step 4 – choose a set of complementary colours for the one figure and add colour</b>   | <b>Step 5 – choose another set of complementary colours for the other figure and add colour.</b>       | <b>Step 6 – add/ create background</b>  |
|    |                    |  |

# VISUAL ART BASELINE ASSESSMENT TASK

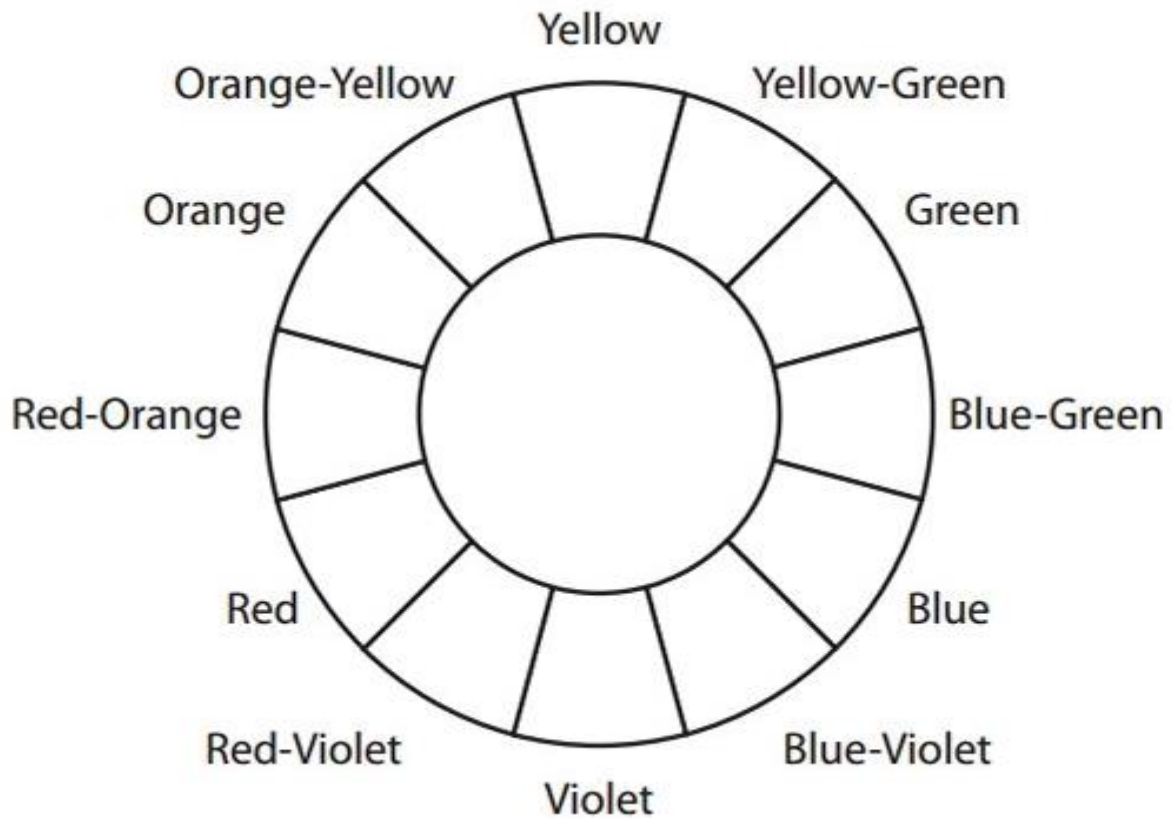
NAME AND SURNAME:

GRADE: 5

DATE:

## 1. LET'S PRACTISE COLOUR

1.1 Add colour to the colour wheel.



1.2 Mix the three primary colours together, in different combinations, to make secondary colours.

|                      |   |                      |   |                      |
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## 2. LET'S PRACTISE SHAPES

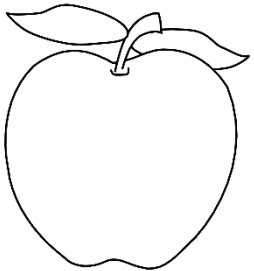
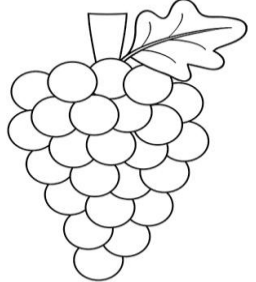

2.1 Draw each of the shapes in the table below.

|          |         |        |      |          |
|----------|---------|--------|------|----------|
|          |         |        |      |          |
| Pentagon | Hexagon | Sphere | Cube | Cylinder |



### 3. LET'S PRACTISE TEXTURE

- 3.1 We can create texture in different ways when we draw by using hatching, cross-hatching, scribbling, rubbings, etc. Create texture on the picture as well as create your own example of each method indicated in the table below.

| PRACTICE  | OWN EXAMPLE | PRACTICE   | OWN EXAMPLE |
|---|-------------|--|-------------|
|  |             |  |             |
| Hatching  |             | Cross-hatching   |             |
|  |             |  |             |
| Scribbling  |             | Rubbing  |             |

(7)

### 4. LET'S PRACTISE LINES AND PATTERNS

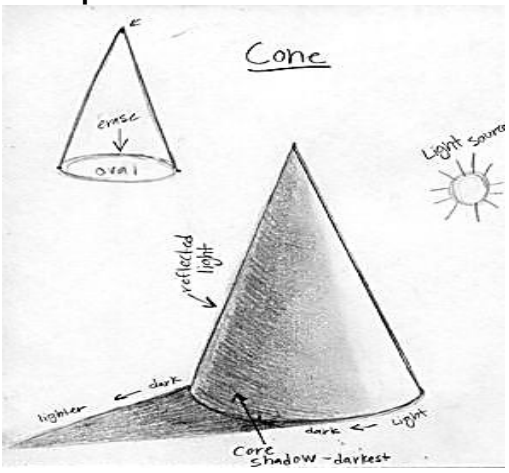
- 4.1 Create a design of your name and your best friend's name by using creative lettering. Look at the example below. Decorate the individual letters by using different types of lines to create patterns. Use a complementary colour scheme when completing your design.



(4)

## 5. LET'S PRACTISE FORM AND VALUE

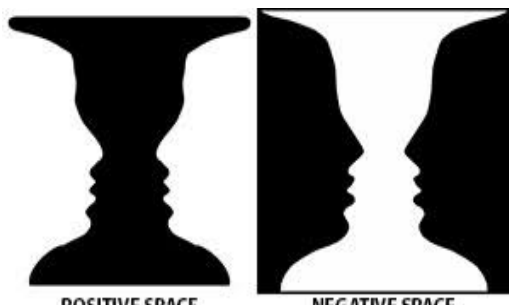
Look at the example carefully. Draw a different shape of your choice. Add shading and tone to create the illusion of a 3D shape. Also add shadows to your sketch.

|  |  |
|--|--|
| <p><b>Example:</b></p>  |  |
|--|--|

(4)

## 6. LET'S PRACTISE SPACE

6.1 Look at the example of positive and negative space. Create your own example.

|   |  |
|---|--|
| <p><b>Example:</b></p>  |  |
|---|--|

(5)

(40)