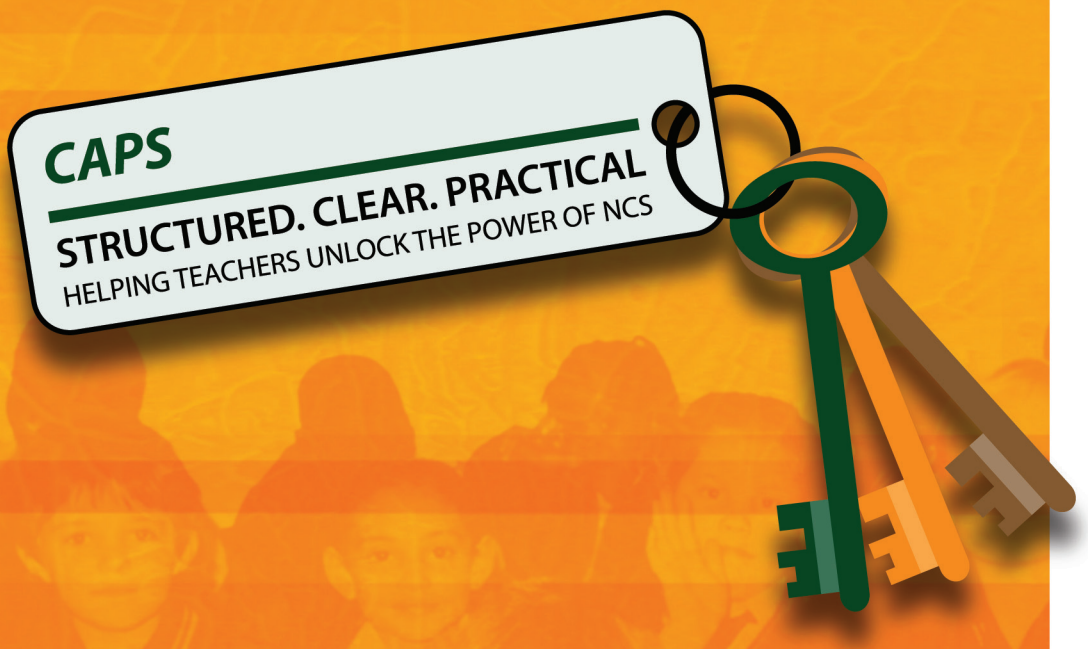
LIFE SKILLS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Intermediate Phase
Grades 4-6

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT

GRADES 4-6

LIFE SKILLS

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There may also be vernacular inconsistencies in the language documents at Home-, First and Second Additional Language levels which have been translated in the various African Languages. Please note that the content of the documents translated and versioned in the African Languages are correct as they are based on the English generic language documents at all three language levels to be implemented in all four school phases.

If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	**3**
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	4 (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	**3**
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

INTRODUCTION TO LIFE SKILLS

2.1 WHAT IS LIFE SKILLS?

Life Skills deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practise life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society. The subject aims to develop learners through three different, but interrelated study areas, that is, Personal and Social Well-being, Physical Education and Creative Arts.

1. Personal and Social Well-being

Personal and Social Well-being is the study of the self in relation to the environment and society. The study area provides opportunities for learners to practise life skills required to make informed choices regarding personal lifestyle, health and social well-being. It provides learners with skills to relate positively with and contribute to family, community and society. Learners are equipped with skills that will assist them to deal with challenging situations positively and recognise, develop and communicate their abilities, interests and skills with confidence. They learn values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society.

In the Life Skills curriculum for Grades 4 to 6, Personal and Social Well-being is expressed as a study area containing three topics. The three topics are:

1) Development of the self

2) Health and environmental responsibility

3) Social responsibility

The issues dealt with in each topic are related to the issues covered in the other two topics of the study area. Owing to the interrelated nature of the study area, the three topics of Personal and Social Well-being function interdependently, and therefore, are considered to be of equal importance.

2. Physical Education

Physical Education (PE) aims to develop learners' physical well-being and knowledge of movement and safety. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities. Participation in PE will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well adjusted. Learners will directly experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movement activities teachers will also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

The content for Personal and Social Well-being and Physical Education study areas addressed in Grades 4, 5 and 6 relates to that in Life Skills in the Foundation Phase and Life Orientation in the Senior and FET Phases. It focuses on similar areas of skills, knowledge and values and prepares learners to continue with the subject in Grades 7 to 12.

Creative Arts

Creative Arts provides exposure to and study of a range of art forms including dance, drama, music, and visual arts. The purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. It also provides basic knowledge and skills to be able to participate in creative activities. A safe and supportive environment is created for learners to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance. Creative Arts provides opportunities for learners to give expression to their feelings and understandings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development. Creative Arts education, when successfully applied, has been proven to improve literacy and to reduce education dropout levels. By the end of the Intermediate Phase Creative Arts, learners should have a basic knowledge and appreciation of all four art forms, and should be able to make an informed choice about the two art forms they would like to focus on during the Senior Phase.

Creative Arts will be studied in two parallel and complementary streams – Visual Arts and Performing Arts (Dance, Drama, Music).

Visual Arts provides the learner with an opportunity to discover through play, while building on the skills and techniques that were mastered in the Foundation Phase. 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. Visual Arts in the intermediate phase provides the learner with the opportunity to explore, and to make decisions about the choice of this discipline in the senior phase.

The three topics for Visual Arts are:

1) Visual literacy

2) Create in 2D

3) Create in 3D

While Performing Arts recognises that in African arts practice, integration is fundamental, it also notes the need for the learning of skills separately in dance, drama and music. There are many complementary and overlapping areas of practice in these arts forms 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 learners wanting to specialise in a particular musical instrument or in a particular dance form, take extra-mural classes for this purpose.

The four topics for Performing Arts are:

1) Warm up and play – preparing the body and voice, and using games as tools for learning skills;

2) Improvise and create – using arts' skills spontaneously to demonstrate learning, individually and collaboratively;

3) Read, interpret and perform – learning the language of the art form, and interpreting and performing artistic products in the classroom;

4) Appreciate and reflect – demonstrating understanding and appreciation of own and others' artistic processes and/or products.

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. Classroom performances of short examples of learning should take place in a non-threatening environment, where the contribution of each learner is valued and acknowledged.

Formative assessment should be continuous and integrated into the programme of learning through ongoing feedback to learners.

2.2 SPECIFIC AIMS

The subject Life Skills aims to:

1) guide learners to achieve their full physical, intellectual, personal, emotional and social potential;

2) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;

3) guide learners to make informed and responsible decisions about their health and environment;

4) develop creative, expressive and innovative individuals;

5) develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication;

6) provide learners with exposure to experiences and basic skills in dance, drama, music and visual arts including arts literacy and appreciation; and

7) allow learners to enjoy the health benefits of exercise and develop social skills through participation in Physical Education.

2.3 TIME ALLOCATION FOR LIFE SKILLS IN THE CURRICULUM

Four hours per week is allocated to Life Skills in the NCS. The content is grouped in Section 3 of this document and is paced across the 40 weeks (160 hours) of the school year to ensure coverage of the Life Skills curriculum.

2.4 WEIGHTING OF STUDY AREAS

Study area	Time allocation per week	Time allocation per year		
		Grade 4	Grade 5	Grade 6
Personal and Social Well-being	1½ hours	60 hours	60 hours	60 hours
Physical Education	1 hour	40 hours	40 hours	40 hours
Creative Arts	1½ hours	60 hours	60 hours	60 hours
Total	**4 hours**	**160 hours**	**160 hours**	**160 hours**
Weeks		**40**	**40**	**40**

SECTION 3

TEACHING PLAN

3.1 OVERVIEW OF TOPICS

3.1.1 Personal and Social Well-being (PSW)

Topics	Grade 4	Grade 5	Grade 6
1. Development of the self	• Personal strengths • Respect for own and others' bodies • Emotions: understanding a range of emotions • Dealing with conflict • Personal experience of working in a group • Bullying: appropriate responses to bullying • Reading for enjoyment	• Positive self-concept formation • Receiving and giving feedback • Coping with emotions • Relationships with peers, older people and strangers • Reading skills: reading with understanding and using a dictionary	• Positive self-esteem: body image • Abilities, interests and potential • Peer pressure • Problem solving skills in conflict situations • Self management skills • Bullying: getting out of the bullying habit • Reading skills: reading with understanding and fluency
2. Health and environmental responsibility	• Dangers in and around water: home and public swimming pools, rivers and dams • Traffic rules relevant to road users: pedestrians and cyclists • Personal and household hygiene • Dietary habits of children • Healthy environment and personal health: home, school and community • HIV and AIDS education: basic facts	• Safety measures at home and the environment • Water as an important basic need • Healthy eating for children • Local environmental health problems • HIV and AIDS education: dealing with stigma • Substance abuse	• Basic first aid in different situations • Food hygiene • Communicable diseases • HIV and AIDS education: myths and realities
3. Social responsibility	• Children's rights and responsibilities • Cultures and moral lessons • Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion	• Concepts: discrimination, stereotype and bias • Child abuse • Dealing with violent situations • Issues of age and gender • Festivals and customs of a variety of religions in South Africa	• The dignity of the person in a variety of religions in South Africa • Cultural rites of passage • Caring for animals • Caring for people • Nation-building and cultural heritage • Gender stereotyping, sexism and abuse

3.1.2 Physical Education

Grade 4	Grade 5	Grade 6
• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control • A variety of modified invasion games • Rhythmic movements with focus on posture • Basic field and track athletics or swimming activities • Safety measures	• Movement sequences that require consistency and control in smooth and continuous combinations • A variety of target games • Rhythmic movements and steps with attention to posture and style • A variety of field and track athletics or swimming activities • Safety measures	• Physical fitness programme to develop particular aspects of fitness • A variety of striking and fielding games • Rhythmic patterns of movement with co-ordination and control • Refined sequences emphasising changes of shape, speed and direction through gymnastic actions or swimming activities • Safety measures

3.1.3 Creative Arts

Performing Arts

Topics	Grade 4	Grade 5	Grade 6
1. Warm up and play	Physical warm-up including: • active relaxation • travelling movements and freezing • body part isolations • floor work • neutral posture and character postures • jumps (soft landings) Games exploring: • rhythm and music • creativity • direction • call and response • concentration and focus • sensory awareness • trust and listening Voice warm ups, including: • breathing awareness • humming, yawning and sighing • action songs	Physical warm up as in Grade 4, including: • rolling up and down spine • arm swings, knee bends and rises • cool downs Games as in Grade 4, including: • spatial and group awareness • body percussion (in unison, canon and/or call & response) Vocal warm ups, as in Grade 4, including: • sliding notes • harmonizing • articulation Singing warm ups, including songs: • in unison • in canon • in harmony • and/or with actions	Physical warm up as in Grade 5, including: • controlled, relaxed use of joints in floor and aerial movements • transfer of weight movements in all directions • dance steps and sequences Games as in Grade 5, including: • action and reaction • leading and following • story development Vocal warm up as in Grade 5, including: • breath control • centring the voice • resonance • chanting Singing warm up, as in Grade 5 including songs: • with call and response

Topics	Grade 4	Grade 5	Grade 6
2. Improvise and create	• Rhythmic patterns using body percussion • Movement sequences (locomotor and non-locomotor) • Instruments using found objects • Sound pictures to explore mood • Movement exploring mood and verbal dynamics • Characters from props • Imaginary objects using mime • Physical shapes using gesture, posture and balance • Tableaux in groups	• Rhythmic patterns using body percussion, repetition, accent, call & response, echo • Movement sequences (locomotor and non-locomotor) exploring elements of time and force • Mimed actions • Pair movement sequences, using copying, leading, following and mirroring, 'question and answer', 'meeting and parting' • Pair role play • Character 'hot seats' • Improvisation reflecting a social, cultural or environmental issue	• Musical phrases exploring dynamics, pitch and rhythmic patterns • Sound pictures expressing a mood or idea • Expressive movement/mime using elements of time, space, weight, energy, force, and developing relationships • Musical forms (binary and ternary form) • Conflict (in dialogue, movement and musical phrases) • Improvisation of stories from music • African story using puppetry (optional).
3. Read, interpret and perform	• Rhythmic patterns in meter (2/4, 3/4, 4/4) • Musical notation (stave, note values, rests, tonic solfa) • Songs in unison • Movement sentences using props, and in 4/4 • Animation of objects • Classroom dramas from characters and tableaux • Sound pictures	• Movement, dance and mime sequences, exploring contrasts, sensory detail, emotional expression, and geometric concepts • Musical notation (stave, note values, rests, clef, tonic solfa, letter names) • Songs in two or three parts • Group role play • Classroom dance/drama presentation reflecting a social, cultural or environmental issue	• Rhythmic patterns using drumming techniques • Melodies in C major • Musical notation (stave, note values, rests, clef, tonic solfa, letter names, C major) • African folktale or traditional story • Cultural dance • South African songs • Cultural ritual or ceremony • Puppet performance
4. Appreciate and reflect on	• A range of music using percussive and melodic instruments (African and Western): Individual and group performances and processes	• A range of music using percussive and melodic instruments (African and Western), and reflecting different genres and styles • Two contrasting dance performances • A live or recorded drama presentation • Own and others performances and processes.	• Comparison of two types of drama, dance, music in South Africa • Cultural rituals and ceremonies • Key audience behaviours • Own and others performances and processes

Visual Arts

Topic	Grade 4	Grade 5	Grade 6
1. Visual Literacy	• Develop visual literacy: encourage understanding of own world by expressing in words: description of own and others' artwork, visual stimuli, popular culture and famous artworks; incorporate art elements and design principles	• Introduce local environment and deepen awareness of art elements and design principles in visual stimuli	• Introduce national environment and extend range and observation of art elements and design principles: contrast, proportion, emphasis, balance and unity
	• Apply learning to own work	• Apply and identify in own work	• Apply, identify and personally interpret in own work
2. Create in 2D	• Themes interpreting the personal and social world using 2-dimensional techniques that encourage manipulation of media, colour mixing, and problem-solving	• Extend themes to include local environment; develop techniques	• Extend to include national environment; further develop use of media and techniques
	• Art elements: formal teaching of the art elements, such as line, shape, secondary and related colour, tints and shades	• Formal introduction to complementary colour, develop use of all art elements	• Formal introduction to monochromatic colour, further develop use of all art elements
	• Design principles: formal teaching of contrast and proportion	• Introduce emphasis and further develop use of design principles	• Introduce conscious use of balance, and further develop use of design principles
	• Creative lettering and/or pattern- making projects: shape, line, colour, texture, drawing, cutting and sticking shapes in series	• Lettering and/or pattern-making projects as surface decoration	• Lettering and/or pattern-making: include radiating patterns; awareness of composition
3. Create in 3D	• Themes interpreting the personal and social world using 3-dimensional techniques that encourage manipulation of media and awareness of shape in space: 'behind, in front of, next to, above, underneath', etc.	• Extend to include local environment; develop techniques; deepen awareness of personal use of space	• Extend to include national environment; further develop use of media and techniques; properties of 3-dimensional work (form/volume, deep and shallow space)
	• Art elements: texture, shape/ form and colour	• Increase conscious use of all art elements	• Deepen and extend conscious use of all art elements
	• Design principles: contrast, proportion	• Introduce emphasis and further develop use of design principles	• Introduce conscious use of balance, and further develop use of design principles
	• Skills and techniques for 3D work	• Develop techniques	• Develop techniques
	• Use of tools: safety, consideration of others, shared resources	• Care of tools	• Responsibility for shared space and tidiness
	• Concern for the environment: use of recyclable materials	• Awareness and value of recycling	• Intentional choice of recyclable materials

3.2 ANNUAL TEACHING PLAN

3.2.1 Personal and Social Well-being

TERM 1	GRADE 4	Recommended resources
Topic 1: **Development of the self**	6 hours	Textbook, pictures from magazines, books on role models, successful people or confident people, newspaper articles
• Personal strengths: identify, explore and appreciate own strengths - Strengths of others - Successful experiences as a result of own strengths: achievements and exciting experiences at school and home - Less successful experiences - Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses • Weekly reading by learners: reading for enjoyment - Reading about role models or successful people or confident people		
Development of the self	4½ hours	Textbook, books on care and respect for body, newspaper articles
• Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse - How to respect and care for own body - How to respect others' bodies - Reasons for respecting own and others' bodies • Weekly reading by learners: reading for enjoyment - Reading about care and respect for body		
Development of the self	3 hours	Textbook, books on conflict situations
• Dealing with conflict: examples of conflict situations at home and school - Strategies to avoid conflicts - Useful responses to conflict situations • Weekly reading by learners: reading for enjoyment - Reading about safe environments and how to avoid conflict situations		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Assignment/ design and make		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 2	GRADE 4	Recommended resources
Development of the self	4½ hours	Textbook, newspaper articles, posters, books on emotions
• Emotions - Understanding a range of emotions: love, happiness, grief, fear and jealousy - Understanding own emotions: appropriate ways to express own emotions - How to understand and consider others emotions • Weekly reading by learners: reading for enjoyment - Reading about how people express different emotions		
Development of the self	3 hours	Textbook, newspaper articles, books on teamwork
• Personal experience of working in a group: at school and home - School: as member of a class, in a school or class or small group project or activity - Home: as member of a family, working and getting along with siblings - Benefits of working in a group - Challenges of working in a group - Useful responses to challenges of working in a group • Weekly reading by learners: reading for enjoyment - Reading about ways to succeed in working in a group		
Development of the self	3 hours	Textbook, newspaper articles, books on bullying
• Bullying: how to protect self from acts of bullying - Examples of acts of bullying - Appropriate responses to bullying: where to find help • Weekly reading by learners: reading for enjoyment - Reading about appropriate responses to bullying		
Topic 2: **Social responsibility**	3 hours	Textbook, posters, pictures from magazines, Constitution of SA, Children's Act, newspaper articles, books about children's rights and responsibilities
• Children's rights and responsibilities: name, health, safety, education, shelter, food and environment - Children's rights as stipulated in the South African Constitution - Children's responsibilities in relation to their rights • Weekly reading by learners: reading for enjoyment - Reading about children's rights and responsibilities		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Test must cover work done in term 1 and 2		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

TERM 3	GRADE 4	Recommended resources
Social responsibility	4½ hours	Textbook, posters, books on cultures and moral lessons, newspaper articles
• Cultures and moral lessons: - Cultural groups in South Africa - Menus from different cultures in South Africa - Moral lessons selected from the narratives of cultural groups in South Africa • Weekly reading by learners: reading for enjoyment - Reading about moral lessons found in narratives of different cultures		
Social responsibility	6 hours	Textbook, books on religions in South Africa, newspaper articles
• Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion - Significant places, buildings and worship symbols of different religions • Weekly reading by learners: reading for enjoyment - Reading about religions in South Africa		
Topic 3: **Health and environmental responsibility**	3 hours	Textbook, water safety equipment, books on dangers in and around water
• Dangers in and around water: at home and public swimming pools and in rivers and dams - Responsible safety measures in and around water • Weekly reading by learners: reading for enjoyment - Reading about dangers in and around water		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Project (recording of marks)		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 4	GRADE 4	Recommended resources
Health and environmental responsibility	1½ hours	Textbook, posters relevant traffic signs, books on traffic rules
• Traffic rules relevant to road users: - Pedestrians and cyclists - Passenger behavior - Railway safety • Weekly reading by learners: reading for enjoyment - Reading about traffic rules relevant to road users		
Health and environmental responsibility	3 hours	Textbook, posters, books on personal and household hygiene
• Personal and household hygiene: - Personal hygiene items that cannot be shared - Germ breeding areas in the house • Dietary habits of children: - Impact on dental and oral hygiene • Weekly reading by learners: reading for enjoyment - Reading about personal and household hygiene and dietary habits of children		
Health and environmental responsibility	4½ hours	Textbook, magazines, posters, books on healthy environments and personal health
• Healthy environment and personal health: home, school and community - Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumping sites - Dangers of unhealthy environments to personal health - Strategies to keep environments healthy: conservation of environment - Celebrating arbor day • Weekly reading by learners: reading for enjoyment - Reading about healthy environments and personal health		
Health and environmental responsibility	3 hours	Textbook, Life skills books, books on HIV and AIDS
• HIV and AIDS education: basic facts including blood management - Basic explanation of HIV and AIDS - Transmission of HIV through blood - How HIV is not transmitted - How to protect oneself against infection through blood • Weekly reading by learners: reading for enjoyment - Reading basic facts about HIV and AIDS		
Formal assessment	3 hours	Activities done during the year
• Consolidation of work done during the year • End-of-year examination must cover work done for the whole year		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 1	GRADE 5	Recommended resources
Topic 1: **Development of the self**	3 hours	Textbook, posters, reading books
• Positive self-concept formation - Influence of others on self-concept: adults and peers - Personal successes as contributing factors to positive self-concept - Action plan for continued positive self-concept formation • Reading skills: reading with understanding and using a dictionary - Reading about activities and/ or actions that build positive self-concept: recall and relate		
Development of the self	3 hours	Textbook, newspaper articles, magazines
• Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults - Appropriate ways of giving feedback: positive and negative feedback - Appropriate ways of receiving negative and positive feedback • Reading skills: reading with understanding and using a dictionary - Reading about appropriate ways of giving and receiving feedback: recall and relate		
Development of the self	4½ hours	Textbook, books on coping with emotions
• Coping with emotions: empathy, compassion, anger, disappointment and sadness - Skills to manage emotions in a positive way - Significance of friends in times of sadness, tragedy and change • Reading skills: reading with understanding and using a dictionary - Reading about friendships that are caring and supportive: recall and relate		
Development of the self	3 hours	Textbook, books on relationships
• Relationships with peers, older people and strangers: - Safe and unsafe relationships - Bad and good relationships - Benefits of good and safe relationships • Reading skills: reading with understanding and using a dictionary - Reading about relationships that are safe and good: recall and relate		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Assignment/ case study/ design and make		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

TERM 2	GRADE 5	Recommended resources
Topic 2: **Social responsibility**	3 hours	Textbook, posters, story books, Bill of Rights, Children's Act, books on discrimination, stereotype and bias
• Concepts: discrimination, stereotype and bias - Violation of children's rights: discrimination, stereotype and bias - Responses to violations of children's rights: ways to protect self and others from violations and where to find help - A plan to deal with violations of children's rights in own local context • Reading skills: reading with understanding and using a dictionary - Reading about individuals who have taken action against violations of children's rights: recall and relate		
Social responsibility	4½ hours	Textbook, newspaper articles, posters on the forms of abuse, books on abuse
• Child abuse: - Different forms of child abuse: physical and emotional - Effects of abuse on personal health - Strategies to deal with abuse - Where to get help and report abuse • Reading skills: reading with understanding and using a dictionary - Reading about ways to protect self and others from abuse: recall and relate		
Social responsibility	3 hours	Textbook, posters on violent situations, books on violent situations
• Dealing with violent situations: - Identify potential violent situations at home, school and community - Responding effectively to violent situations - Ways to avoid and protect oneself from violent situations and where to find help • Reading skills: reading with understanding and using a dictionary - Reading about protection agencies and places of safety for children: recall and relate		
Social responsibility	3 hours	Textbook, books on relationships and different cultures
• Issues of age and gender in different cultural contexts in South Africa: - Relationship between elders and children in different cultural contexts - Responsibilities of boys and girls in different cultural contexts - Contributions of women and men in different cultural contexts • Reading skills: reading with understanding and using a dictionary - Reading about issues of age and gender in different cultural contexts: recall and relate		
Formal assessment	1½ hours	Activities done during the year
• Consolidation of work done during the term • Test must cover the work done in term 1 and 2		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

TERM 3	GRADE 5	Recommended resources
Social responsibility	4½ hours	Textbooks, books on different religions
• Festivals and customs from a variety of religions in South Africa • Reading skills: reading with understanding and using a dictionary - Reading about festivals and customs of different religions in South Africa: recall and relate		
Topic 3: **Health and environmental responsibility**	3 hours	Textbook, magazines, posters safety measures at home and the environment
• Safety measures at home and the environment: - Harmful household products and medication - Fire safety • Reading skills: reading with understanding and using a dictionary - Reading about harmful household products and medication and fire safety: recall and relate		
Health and environmental responsibility	3 hours	Textbook, appropriate magazines, posters, books on water as an important basic need
• Water as an important basic need: - Importance of water - Different ways of saving water - Different ways of protecting the quality of water • Reading skills: reading with understanding and using a dictionary - Reading about the importance of water and how to save and protect the quality of water: recall and relate		
Health and environmental responsibility	3 hours	Textbook, posters on healthy eating habits
• Healthy eating for children: - South African Food-Based Dietary Guidelines - Dietary needs of children - Factors influencing food intake of children • Reading skills: reading with understanding and using a dictionary - Reading about healthy eating for children: recall and relate		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Project (recording of marks)		

TERM 4	GRADE 5	Recommended resources
Health and environmental responsibility	6 hours	Textbook, magazines, health information resources, books on environmental health
• Local environmental health problems: - Locally occurring health problems such as tuberculosis, diarrhoea, malaria, measles, etc. - Causes of health problems - Symptoms of health problems - Available treatment for health problems • Reading skills: reading with understanding and using a dictionary - Reading about causes, symptoms and treatment of locally occurring health problems: recall and relate		
Health and environmental responsibility	3 hours	Textbook, Life skills books, books on HIV and AIDS
• HIV and AIDS education - Dealing with stigma - Stigma about HIV and AIDS - How to change attitudes towards people infected with HIV and AIDS • Reading skills: reading with understanding and using a dictionary - Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate		
Health and environmental responsibility	3 hours	Textbook, appropriate magazines, health information resources, books on substance abuse
• Substance abuse: - Types of drugs used: legal and illegal drugs including tobacco, alcohol and over the counter medication - Negative impact of substances on health: effects of drugs on body and mind • Reading skills: reading with understanding and using a dictionary - Reading about dangers of substance abuse: recall and relate		
Formal assessment	3 hours	Activities done during the year
• Consolidation of work done during the year • End-of-year examination must cover work done for the whole year		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

TERM 1	GRADE 6	Recommended resources
Topic 1: **Development of the self**	3 hours	Textbook, magazines, posters
• Positive self-esteem: body image - Understanding and respecting body changes - Other influences on body image: media and society - Acceptance of the self • Reading skills: reading with understanding and fluency • Reading about positive influences on body image: interpret/explain and relate what has been studied		
Development of the self	4½ hours	Textbook
• Abilities, interests and potential - Identify own abilities, interests and potential - Relationship between abilities, interests and potential - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources - Action plan to improve own abilities, pursue own interests and develop own potential • Reading skills: reading with understanding and fluency - Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied		
Development of the self	3 hours	Textbook, life skills books
• Peer pressure: - Examples of peer pressure in different situations: school and community - Appropriate responses to peer pressure in different situations • Reading skills: reading with understanding and fluency • Reading about ways to resist peer pressure: interpret/explain and relate what has been studied		
Development of the self	3 hours	Textbook, newspaper articles
• Problem solving skills in conflict situations: keeping safe and how to protect self and others - Mediation skills - Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening • Reading skills: reading with understanding and fluency - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Assignment/case study		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 2	GRADE 6	Recommended resources
Development of the self	3 hours	Textbook, life skills books
• Self management skills: - Responsibilities at school and home - Prioritising responsibilities - Developing an activity plan: homework, house chores and playing time • Reading skills: reading with understanding and fluency - Reading about self management skills: interpret/explain and relate what has been studied		
Development of the self	3 hours	Textbook, life skills books
• Bullying: reasons for bullying - Getting out of the bullying habit: where to find help • Reading skills: reading with understanding and fluency - Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied		
Topic 2: **Social responsibility**	4½ hours	Textbook, newspaper articles
• Cultural rites of passage: - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death - Meaning of each stage - Personal and social significance of each stage • Reading skills: reading with understanding and fluency - Reading about important life stages in different cultures: interpret/explain and relate what has been studied		
Social responsibility	3 hours	Textbook, newspaper articles
• The dignity of the person in a variety of religions in South Africa • Reading skills: reading with understanding and fluency - Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Test must cover work done in term 1 and 2		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

TERM 3	GRADE 6	Recommended resources
Social responsibility	3 hours	Textbook
• Caring for animals: - Acts of cruelty to animals - Taking care of and protecting animals - Places of safety for animals • Reading skills: reading with understanding and fluency - Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied		
Social responsibility	3 hours	Textbook
• Caring for people: - Considering others' needs and views - Communicating own views and needs without hurting others - Acts of kindness towards other people • Reading skills: reading with understanding and fluency - Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied		
Social responsibility	4½ hours	Textbook, newspaper articles , national symbols
• Nation-building and cultural heritage : definition of concepts - How cultural heritage unifies the nation: national symbols, national days - National symbols such as flag, anthem, code of arms, etc. - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day • Reading skills: reading with understanding and fluency - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied		
Social responsibility	3 hours	Textbook, magazines, Constitution of SA
• Gender stereotyping, sexism and abuse: definition of concepts - Effects of gender stereotyping and sexism on personal and social relationships - Effects of gender-based abuse on personal and social relationships - Dealing with stereotyping, sexism and abuse • Reading skills: reading with understanding and fluency - Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Project (recording of marks)		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 4	GRADE 6	Recommended resources
Topic 3: **Health and environmental responsibility**	1½ hours	Textbook, Basic First Aid kit
• Basic first aid in different situations: cuts and gazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking • Reading skills: reading with understanding and fluency • Reading about basic first aid: interpret/explain and relate what has been studied		
Health and environmental responsibility	4 ½ hours	Textbook
• Food hygiene: - Safe and harmful ingredients - Food preparation - Food storage - Food-borne diseases • Reading skills: reading with understanding and fluency - Reading about food hygiene: interpret/explain and relate what has been studied		
Health and environmental responsibility	4½ hours	Text book, health information resources
• Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. - Causes of communicable diseases - Signs and symptoms of communicable diseases - Where to find information: o Prevention strategies o Available treatment • Reading skills: reading with understanding and fluency - Reading about communicable diseases: interpret/explain and relate what has been studied		
Health and environmental responsibility	1½ hours	Textbook, life skills books
• HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS - Caring for people with AIDS • Reading skills: reading with understanding and fluency - Reading about caring for people with AIDS: interpret/explain and relate what has been studied		
Formal assessment	3 hours	All activities done during the year
Consolidation of work done during the year End-of-year examination must cover work done for the whole year		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

3.2.2 Physical Education

TERM 1	GRADE 4
3 hours	**Recommended resources** Textbook Resources for sports and games Resources for safety
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control Safety measures relating to locomotion, rotation, elevation and balancing activities	
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	**Examples of possible activities** Activities such as walking, running, hopping, skipping, leaping, etc.
3 hours	
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	

TERM 2	GRADE 4
3 hours	**Recommended resources** Textbook Resources for sports and games Resources for safety
Participation in a variety of modified invasion games Safety issues during games	
2 hours	
Movement performance in a variety of modified invasion games	**Examples of possible activities** Netball, basketball, soccer, rugby, indigenous or community games, etc.
3 hours	
Participation in a variety of modified invasion games	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
2 hours	
Movement performance in a variety of modified invasion games	

TERM 3	GRADE 4
3 hours	**Recommended resources** Textbook Resources for rhythmic movements/activities Resources for safety
Participation in rhythmic movements with focus on posture Safety measures during rhythmic movements	
2 hours	
Movement performance in rhythmic movements with focus on posture	**Examples of possible activities** Marching, aerobics, stepping, rhythmic gymnastics, etc.
3 hours	
Participation in rhythmic movements with focus on posture	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in rhythmic movements with focus on posture	

TERM 4	GRADE 4
3 hours	**Recommended resources** Textbook Resources for athletic activities Resources for swimming activities Resources for safety
Participation in basic field and track athletics or swimming activities Safety measures during athletic or swimming activities	
2 hours	
Movement performance in basic field and track athletics or swimming activities.	**Examples of possible activities** • Field athletics: adapted shot put, discus, javelin, long jump, high jump, etc. • Track athletics: sprints, middle and long distances and relays, etc. • Swimming: confidence exercises, breathing, kicking, gliding, arm and leg actions of various swimming styles, swimming races, etc.
3 hours	
Participation in basic field and track athletics or swimming activities.	
2 hours	
Movement performance in basic field and track athletics or swimming activities.	
	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

TERM 1	GRADE 5
3 hours	**Recommended resources** Textbook Resources for athletic activities Resources for safety
Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences	
2 hours	
Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	**Examples of possible activities** Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling, etc.
3 hours	
Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	
2 hours	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	

TERM 2	GRADE 5
3 hours	**Recommended resources** Textbook Resources for games and sports Resources for safety
Participating in a variety of target games Safety measures during target games	
2 hours	**Examples of possible activities** Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.
Movement performance in a variety of target games.	
3 hours	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
Participation in a variety of target games	
2 hours	
Movement performance in a variety of target games.	

TERM 3	GRADE 5
3 hours	**Recommended resources** Textbook Resources for rhythmic movements Resources for safety
Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements	
2 hours	
Movement performance in rhythmic movements with focus on posture and style	**Examples of possible activities** Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.
3 hours	
Participation in rhythmic movements with focus on posture and style	**Safety measures** Surface of the play area , use and condition of apparatus warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in rhythmic movements with focus on posture and style	

TERM 4	GRADE 5
3 hours	**Recommended resource** Textbook Resources on athletic activities Resources on swimming Resources on safety
Participation in a variety of field and track athletics or swimming activities Safety measures during field and track athletics or swimming activities	
2 hours	**Examples of possible activities** • Field athletics: adapted shot put, discus, javelin, long jump, high jump, etc. • Track athletics: sprints, middle and long distances and relays, etc. • Swimming: confidence exercise, breathing, kicking, gliding, arm and leg actions with various swimming styles, swimming races, etc.
Movement performance in a variety of field and track athletics or swimming activities	
3 hours	
Participation in a variety of field and track athletics or swimming activities	
2 hours	
Movement performance in a variety of field and track athletics or swimming activities	
	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

TERM 1	GRADE 6
3 hours	**Recommended resources** Textbook Resources for games and sport Resources for safety
Participation in a variety of striking and fielding games Safety measures during striking and fielding games	
2 hours	**Examples of possible activities** Modified cricket, baseball, softball, tennis, etc.
Movement performances in a variety of striking and fielding games	
3 hours	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
Participation in a variety of striking and fielding games	
2 hours	
Movement performances in a variety of striking and fielding games	

TERM 2	GRADE 6
3 hours	**Recommended resources** Textbook Resources for sequence movement activities Resources for safety
Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities	
2 hours	**Examples of possible activities** • Agility: running zigzag • Power: running on the spot • Speed: sprints • Flexibility: stretching all body regions, rope skipping • Endurance: squad jumps, push-ups, lunges • Circuit training
Movement performance in a physical fitness programme to develop particular aspects of fitness	
3 hours	
Participation in a physical fitness programme to develop particular aspects of fitness	
2 hours	
Movement performance in a physical fitness programme to develop particular aspects of fitness	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions

TERM 3	GRADE 6
3 hours	**Recommended resources** Textbook Resources for rhythmic movement activities Resources for safety
Participation in rhythmic patterns of movement with co-ordination and control Safety measures relating to rhythmic patterns of movement	
2 hours	**Examples of possible activities** Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.
Movement performance in rhythmic patterns of movement with coordination and control	
3 hours	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
Participation in rhythmic patterns of movement with coordination and control	
2 hours	
Movement performance in rhythmic patterns of movement with coordination and control	

TERM 4	GRADE 6
3 hours	**Recommended resources** Textbook Resources for sequenced movement activities Resources for swimming activities Resources for safety
Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.	
2 hours	**Examples of possible activities** • Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling, rotation, balance, locomotion, etc. • Swimming: confidence exercise, breathing, kicking, gliding, arm and leg actions with various swimming styles, swimming races, etc.
Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities	
3 hours	
Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	
2 hours	**Safety measures** Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities	

3.2.3 Creative Arts

Performing Arts

TERM 1	GRADE 4
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • CD player with a range of suitable music • Charts of musical notes/substitutes such as animals representing note values • Props, including cans, stones, newspapers, materials, chairs, balls and a large variety of different sized and shaped objects • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours per term)**
• 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) • Travelling (consider direction, weight, levels) and freezing: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free • Name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names) • Concentration and listening games • Creativity games (e.g. using props in turn as anything but what they are) • Voice warm up, using humming • Action songs to accompany physical warm ups	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Short rhythm patterns (crotchets, crotchet rests, minims and minim rests) using body percussion and/or percussion instruments • 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 • Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Rhythms (crotchets, minims, crotchet rests, minim rests) using body percussion and/or percussion instruments • Songs, in unison, in tune and in time to accompaniment of the group • Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects • Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term**
• The expressive qualities of percussive musical instruments in an African music piece. 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). • Own and other's performances and processes using simple creative arts terminology. **Key terms:** warm up, relaxation, tension, freeze, travelling, personal space, general space, improvise, concentration, body percussion, crotchet, minim, rest, unison.	

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 2	GRADE 4
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Music may include pieces composed specifically to demonstrate the instruments of the orchestra, such as "Carnival of the Animals" by Saint-Saens, "Peter and the Wolf" by Prokofiev, "The Sorcerer's Apprentice" by Dukas, etc. • Charts and posters of musical notes/substitutes e.g. animals representing note values • Objects for making instruments: stones, cans, seeds, rice, pipes, bottles, containers, etc. • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours per term)**
• 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) • Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) • Rolling up and down the spine • Body part isolations in warm ups as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.) • Directional games in general space • Creative games combining music and movement (e.g. physical movements to describe high/low notes) • Call and response games (e.g. call and response songs with movements) • Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.) • Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms). • Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh). • Rhythmic patterns (e.g. crotchets, quavers, minims, crotchet rests, minim rests) in meter (2/4, 3/4, 4/4) using body percussion or percussion instruments • Movement sentences in 4/4, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour in term**
• The expressive qualities of melodic musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low). • Own and other's performances and processes using simple creative arts terminology. **Key terms:** Spine, pitch, call and response, sound pictures, crotchet, quaver, minim, rest, stave, doh-soh, time signature, travelling, stillness/freeze, gesture, call and echo, meeting and parting.	

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TERM 3	GRADE 4
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters of musical notes on stave. • Objects for sensory work including shakers, triangles, feathers, stones, sandpaper, etc. • Props such as cans, suitcases, hats, newspapers, balls and a large variety of different sized and shaped objects • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours per term)**
• Rolling up and down the spine and side bends • Floor work, including rounding and lengthening the spine and stretching, sitting and lying down • Body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head) • Concentration and focus games • Sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions) • Voice warm ups (e.g. humming, yawning and sighing) • Call and response games (in speaking, singing and movement) • Action songs (doing actions related to the specific rhythms of the song)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa • 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 • 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	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3, 5 hours per term**
• Building a drama from a stimulus: characters (connect to Topic 2). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action • Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. Recognise melodies in range of 5th using tonic solfa (doh to soh) • Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo)	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term**
• The expressive qualities of musical instruments in music used in Topic 2. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low) • Own and other’s performances and processes using simple creative arts terminology **Key terms:** character, posture, gesture, facial expression, prop, emotion, spine, isolation, timbre, doh-soh, pitch, sound picture (soundscape)	

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TERM 4	GRADE 4
Resources: • Open space • Found or made musical instruments, including drum/ tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters of musical notes, stave and tonic solfa (doh-soh) • Sheet music of simple melodies/songs • Blindfolds • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours per term)**
• Posture games, exploring neutral posture and character's postures • Body part isolations and stretching as part of imaginative experiences • Different kinds of jumps (with soft landings) and other travelling movements • Trust and listening games (such as blindfolding and leading a partner, etc.) • Body percussion “songs” in unison and in canon • Musical games focusing on numeracy and literacy (such as number songs and rhymes)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression • Physical shapes using gesture, posture and balance (balancing on different body parts) • Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels) • Melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Building a drama from a stimulus: tableaux in response to location or theme Consider: - introducing and resolving conflict - storyline, characters, space and time - tableaux to start and end the drama - limited dialogue appropriate to the drama • Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action) • Songs to improve in-tune singing, related to the themes of the drama, recognising melodies in range of 5th (doh to soh) • Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term**
• Own and other’s performances and processes using simple creative arts terminology **Key terms:** tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, storyline	

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TERM 1	GRADE 5
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (including musical notation on a stave of a single line) • Pictures of and recorded/live music using Western or African string and woodwind instruments • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours in term)**
• Rhythm games using body percussion and movement • Physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.) • Vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.) • Singing warm up (including South African songs in unison, in canon and/or with actions) • Concentration and focus games, using travelling and freezing, to music	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments • Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) • Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light) • Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force • Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns • Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests)	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term**
• Selected examples of Western or African music, classifying instruments both visually and aurally (listening and viewing pictures), considering timbre and expression of different moods • Own and other's performances and processes using simple creative arts terminology **Key terms:** breathing, focus, canon, call and response, semi-breve, minim, crotchet, quaver, rest, rhythm, senses, time, level, direction, force, pitch, mood	

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TERM 2	GRADE 5
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music, illustrating different types of music • Charts and posters (such as music alphabet on treble stave) • Objects for use in sensory games • Textbook	
Topic 1: Warm up and play	**Suggested contact time: 15 minutes per class (total 2,5 hours per term)**
• Physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises) • Vocal warm up (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low) • Singing warm up (including South African songs in unison, canon, and call and response) • Sensory games responding to aural, oral, visual, tactile and kinesthetic stimuli • Spatial awareness games (including lunges, arm swings, transfers of weight, etc.)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances • Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky, strong and light • Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Mime sequence using sensory detail and emotional expression, and showing weight, size and shape • Dance sequence exploring the movement range of each body part, geometric concepts such as parallel, symmetry, distance, volume and mass • Musical notation of treble clef and the letter names of notes on lines and in spaces on a treble stave and their differences in pitch	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term**
• 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 • Own and other's performances and processes using simple creative arts terminology **Key terms:** senses, transfer of weight, jumps, balance, force, repetition, accent, call and response, lunge, parallel, symmetry, distance, volume, mass, musical genre names, stave, treble clef	

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TERM 3	GRADE 5
Resources: • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as musical notation on a stave of a single line, and other) • DVDs or access to live performance of two different dance types • Research material on dance types • Textbook	
Topic 1: Warm up and play	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises) • Vocal warm up (including breathing awareness exercises, harmonizing of vowels on different notes) • Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response) • Trust games, in pairs and small groups (e.g. sharing body weight, and other) • Cool downs (including stretches and flowing movements)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Musical phrases, in pairs, using repetition, accent, call and response, and/or echo • Balancing in different ways on one leg, alone and with a partner • Partner skills such as copying, leading, following and mirroring • Movement phrases in pairs using 'question and answer' and 'meeting and parting' • Pair role-plays, using appropriate language, movement, facial expression and gesture • Character 'hot seats' in pairs to develop roles, using appropriate language, body language and gesture	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale • Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term (plus outside class time for viewing of dance)**
• Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance **Key terms:** treble stave, C major, role play, character, hot seat, repetition, call and response, echo, balance, leading and following, mirroring	

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TERM 4	GRADE 5
Resources: • Open space • Found or made musical instruments, including drums and marimbas • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • DVDs/CDs or access to live performance of drama (radio, television, community, professional or classroom) • Textbook	
Topic 1: Warm up and play	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Physical warm ups for strength and flexibility (including spinal rolls, swings, floor work and body part isolations) • Vocal warm ups (including strengthening articulation through rhymes and tongue twisters) • Singing warm ups (including South African songs in unison, and two-part harmony) • Call and response games • Group awareness games (such as creating a machine through complementary movements) • Cool downs (including stretches and flowing movements)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners • 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	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Drama/dance 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 • Short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation • Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano)	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term (plus outside class time for viewing of drama)**
• Own and others' performances and processes, using simple creative arts terminology • A live or recorded drama (television, radio, community, professional or classroom) in terms of: - recognising key moments in a drama - identifying themes, ideas and moods - discussing why particular techniques were used - being sensitive to the social and cultural contexts **Key terms:** tongue twisters, social, cultural, environmental, poetry, tableaux, C major, intervals, bass, tenor, alto, soprano, theme, contexts	

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TERM 1	GRADE 6
Resources: • Open space • Found or made musical instruments, including drums • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • African folktales or traditional stories • Resources on South African drama • Textbook	
Topic 1: **Warm up and play**	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Body percussion games (including in unison, in canon, in two parts, and/or call and response) • Physical warm ups for co-ordination and control (including 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) • Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song) • Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response). • Concentration and focus games (using freezing/travelling, and sensory awareness) • Cool downs (including stretches and flowing movements)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm • Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea • Movement sequences inspired by sound pictures to express a mood or idea • Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation Consider: - clear plot and credible characters - highlighting key moments - using space and narrative devices effectively. • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character • C Major scale and simple melodies in C Major	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term (and time outside class for research and viewing of drama)**
• Two 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) • Key audience behaviours, such as respect, support, appreciation, silence while watching, applause • Own and other's performances and processes using simple creative arts terminology **Key terms:** breathing, focus, canon, call and response, two-part, C major, scale, African folktales, key moments, underscore, interlude, audience behaviour, drumming technique, drama types	

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TERM 2	GRADE 6
Resources: • Open space • Found or made musical instruments, including drums and marimbas • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • DVDs/CDs or access to live performance of two different kind of South African dances • Textbook	
Topic 1: Warm up and play	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Physical warm ups 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) • Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.) • Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response) • Spatial awareness games (including lunges, jumps, arm swings, etc.) • Cool downs (including stretches and flowing movements	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth • Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus • Short musical pieces, structured in binary form (A B), and ternary form (A B A)	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Select a cultural dance; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation Consider: - patterns, repetition and sequencing in the dance - musical accompaniment to the dance, focusing on rhythm - varying use of energy such as tension/relaxation, stillness and flow, etc. - performance area and audience arrangement - appropriate entrances and exits • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour in term (with additional time outside of clas for research and viewing of dances)**
• 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). • Own and other's performances and processes using simple creative arts terminology **Key terms:** breathing, focus, canon, call and response, two-part, tongue twister, African dance genres, key moments, drumming technique	

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TERM 3	GRADE 6
Resources: • Open space • Found or made musical instruments, including drums • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (e.g. middle C scale on treble clef, etc.) • South African songs from a range of cultural traditions • Resources on South African music • Textbook	
Topic 1: Warm up and play	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Vocal warm ups (including centring the voice, humming on voiced consonants and vowels, resonance) • Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response) • Physical warm ups 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) • Action and reaction games • Cool downs (including stretches and flowing movements)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term**
• Short dialogues, exploring conflict within a specific context (Who? What? Where? When?) • Movement sequences exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements • Music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately • Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa • Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments • Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: - dynamics, melodic and rhythmic patterns - the movement (posture, facial expression, gesture) or dance element related to the song - style and mood	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term (with additional time outside of class for research and attending a music performance)**
• 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. • Own and other's performances and processes using simple creative arts terminology **Key terms:** action, reaction, conflict, locomotor, non-locomotor, canon, round, two-part, centring, music types, repetition, musical alphabet, lyrics, rhythm, melody	

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TERM 4	GRADE 6
Resources: • Open space • Found or made musical instruments, including drums • Audio equipment and audiovisuals with a range of suitable music • Resources on South African cultural rituals (including DVD material, photographs, etc.) • African traditional/contemporary stories • Found or recycled materials for making puppets, or already made puppets (hand/head) • Textbook	
Topic 1: Warm up and play	**Suggested contact time** **15 minutes per class (total 2,5 hours per term)**
• Physical warm ups 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) • Vocal warm ups (including breathing, with chanting) • Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response) • Leading and following games • Story development games • Cool downs (including stretches and flowing movements)	
Topic 2: Improvise and create	**Suggested contact time: total of 3 hours per term (with time outside of class for puppet-making)**
• Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements • Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements **Optional: Puppetry** • Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) NOTE: Already-made puppets may also be used • Musical signature tunes for each of the puppet characters using voice, found or made instruments	
Topic 3: Read, interpret and perform	**Suggested contact time: total of 3,5 hours per term**
• Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. Consider: - patterns, repetition and sequencing - elements of music, dance, costume and props (if appropriate) - performance area and audience arrangement - appropriate entrances and exits **Optional: Puppetry** • A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).	
Topic 4: Appreciate and reflect on	**Suggested contact time: total of 1 hour per term (with time outside of class for research)**
• Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence • Own and other's performances and processes using simple creative arts terminology **Key terms:** cultural ritual, ceremony, patterns, repetition, sequence, canon, round, two-part harmony, chants, time, space, weight, energy, puppetry	

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Visual Arts

TERM 1	GRADE 4	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the human body in action • Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the human body in action • Apply learning to own work		
Topic 1: Create in 2D, family and friends	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: secondary colour used in own images of self and others • Design principles: contrast used in own images of self and others		
Topic 2: Create in 3D, self and others	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: texture, shape/form used in own models of human figure • Design principles: use and naming of contrast, e.g. in shapes and sizes of components of own model • Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed • Appropriate use of tools		

TERM 2	GRADE 4	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making • Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making • Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making • Apply learning to own work		
Topic 1: Create in 2D, creative lettering and/ or pattern-making	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series • Design principles: contrast used in own shapes and sizes of lettering and/or pattern		
Topic 2: Create in 3D, mobiles or stabiles	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, natural objects, various other suitable materials, cotton, wire for hanging, wood glue, etc.
• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form used in own construction of mobile • Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of own mobile • Spatial awareness: conscious use of space, e.g. front, back and sides of objects for mobile to be completed • Appropriate use of tools		

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TERM 3	GRADE 4	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• 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 • 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 • Questions to deepen and extend observation of elements and design principles in images of wild or domestic animals • Apply learning to own work		
Topic 1: Create in 2D, wild or domestic animals and their environment	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: use related colour in own images of wild or domestic animals • Design principles: reinforce use of contrast and proportion through own images of wild or domestic animals		
Topic 2: Create in 3D, wild or domestic animals	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: texture, shape/form reinforced through own modeling of wild or domestic animals • Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild or domestic animals • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides • Appropriate use of tools		

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TERM 4	GRADE 4	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world • Questions to deepen and extend observation of elements and design principle • Apply learning to own work		
Topic 1: Create in 2D, the natural world	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce secondary and related colour in own images of the natural world, including tints and shades • Design principles: reinforce use of contrast and proportion in own images of the natural world		
Topic 2: Create in 3D, a kite/dream catcher/ bird feeder	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, string, natural objects and any other suitable materials, wood glue, etc.
• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form, colour reinforced through use in own construction • Design principles: reinforce conscious use and naming of contrast and proportion in construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space • Appropriate use of tools		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 1	GRADE 5	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action • Observe and discuss visual stimuli in photographs ,artworks and real objects to identify and name emphasis in images of the human body in action • Questions to deepen and extend observation of elements and design principles Apply to own and others' work		
Topic 1: Create in 2D, images of self and others in local environment	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: use of complementary colour in own images of self and others in local environment • Design principles: emphasis (focal point) used in own images of self and others in local environment		
Topic 2: Create in 3D, self and others in local environment	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: reinforce texture, shape/form in own models of human figure • Design principles: introduce emphasis in own models of human figure • Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed • Appropriate use of tools		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 2	GRADE 5	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in lettering and/or pattern-making and African body adornment • Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in lettering and pattern-making and in African body adornment • Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making and African body adornment • Apply to own and others' work		
Topic 1: Create in 2D, creative lettering and/ or pattern-making	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: Use complementary colour in own lettering and/or pattern-making as surface decoration • Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern		
Topic 2: Create in 3D, African body adornment	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.
• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: use line, shape colour in own surface decoration of body adornment • Design principles: use emphasis in own work, e.g. the visual focus of the body adornment • Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space • Appropriate use of tools		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 3	GRADE 5	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc. • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. • Questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc. • Apply to own and others' work		
Topic 1: Create in 2D, reptiles, insects, etc. in their environment	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc. • Design principles: reinforce design principle emphasis through use in own images of reptiles, insects, etc.		
Topic 2: Create in 3D, reptiles, insects, etc.	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: reinforce texture, shape/form through modeling own reptiles, insects, etc. • Design principles: reinforce emphasis through use in own models of reptiles, insects, etc. • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate use of tools		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 4	GRADE 5	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• 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) • Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical) • Questions to deepen and extend observation of elements and design principles • Apply to own and others' work		
Topic 1: Create in 2D, things that fly (natural or mechanical)	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: overview of use of appropriate art elements found in own images of things that fly (natural or mechanical) • Design principles: reinforce emphasis in own images of things that fly (natural or mechanical)		
Topic 2: Create in 3D, things that fly	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, natural objects and any other suitable materials, cotton, wire for hanging, wood glue, etc.
• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce texture, shape/form, colour through own construction of things that fly (natural or mechanical) • Design principles: reinforce contrast and proportion through use in own construction • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate use of tools		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 1	GRADE 6	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals • Questions to deepen and extend observation of elements and design principles • Apply, identify and personally interpret in own work		
Topic 1: Create in 2D, figures with animals	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, dry pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: monochromatic colour used in own images of figures in an environment • Design principles: balance used in own images of figures in an environment		
Topic 2: Create in 3D, figures with animals	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: reinforce texture, shape/form in own models of human figure interacting with animal • Design principles: introduce balance in own models of the human figure interacting with an animal • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 2	GRADE 6	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern • Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns • Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns • Apply, identify and personally interpret in own work		
Topic 1: Create in 2D, creative lettering and/ or radiating pattern-making	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, dry pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: relevant use of art elements in own images of radiating pattern • Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns		
Topic 2: Create in 3D, a relief mandala/ radiating pattern	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.
• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce in own construction of relief mandala/radiating pattern • Design principles: use balance in own construction of relief mandala/radiating pattern • Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others • Appropriate tidiness and sharing of space		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 3	GRADE 6	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images • Questions to deepen and extend observation of elements and design principles in images • Apply, identify and personally interpret in own work		
Topic 1: Create in 2D, images of people and/ or objects	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, dry pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc. • Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.		
Topic 2: Create in 3D, modeling images	2 hours	Earthenware clay
• Skills and techniques: earthenware clay • Art elements: reinforce texture, shape/form through use in own observed models • Design principles: reinforce balance through use in own observed models • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TERM 4	GRADE 6	Recommended resources
Topic 3: Visual literacy	1 hour	Textbook, visual stimuli
• Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture • Observe visual stimuliin photographs and real objects to identify and name examples of design principles found in images of buildings and architecture • Questions to deepen and extend observation of elements and design principles • Apply, identify and personally interpret in own work		
Topic 1: Create in 2D, buildings, architecture and the environment	2 hours	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, dry pastels, tempera paint
• Drawing and/or colour media: exploring a variety of media and techniques • Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment • Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment		
Topic 2: Create in 3D or relief, buildings, architecture and the environment	2 hours	Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.
• Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce relevant art elements through own construction of buildings and architecture • Design principles: reinforce relevant design principles through use in own construction • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

SECTION 4

ASSESSMENT IN LIFE SKILLS

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

4.2 INFORMAL OR DAILY ASSESSMENT

Informal or daily assessment has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. It is a daily monitoring of learners' progress, and may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching. It should not be seen as separate from learning activities taking place during a lesson.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

Informal assessment in the Personal and Social Well-being study area provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the study area. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, case study, oral and written presentation.

The teacher does not have to mark each of these tasks, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of an observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks.

4.3 FORMAL ASSESSMENT

All assessment tasks which make up a formal programme of assessment for the year are, regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical demonstration, projects, design and make, case study and assignments. The forms of assessment used should be age and development level appropriate.

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

4.4.1 Assessment in Personal and Social Well-being

In the Personal and Social Well-being study area, learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the four internal formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	**Grade 5**	**Grade 6**	**Grade 4 – 6**		**Grades 4 and 5**	**Grade 6**
Assignment/ Design and make: 30 marks	Assignment/ Case study/ Design and make: 30 marks	Assignment/ Case study: 30 marks	Test: 30 marks	Project: 30 marks	End-of-year examination: 30 marks	End-of-year examination: 60 marks

Note: For Grade 6, the examination will count 60 and divided by 2, that is, 60 / 2 = 30 marks for recording.

a. Project

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/ information to perform the task outside of contact time. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project, it should be given before the end of the second term for submission during the third term.

b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

c. Case study

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will enable the teacher to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the Personal and

Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

d. Design and make

Design and making involves the production of the actual product using creative processes to achieve a certain competency. An object is the end product of a design. Learners will be required to design, make and write descriptive statements on the task and show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task has to be discussed with the learners prior to the commencement of the task.

e. Test

Tests will be administered at the end of the second term during the Personal and Social Well-being period. This test will cover work done in term 1 and 2. They will consist of a range of questions that will assess knowledge recall, understanding and application of knowledge.

f. Examinations

Examinations of at least 45 minutes in Grades 4 and 5 and 75 minutes in Grade 6 will be administered at the end of the year as part of the internal examination timetable of the school/district/province. The examination will cover work done for the whole year. The examinations will address the knowledge and skills covered according to the annual teaching plan for the Personal and Social Well-being study area. They will incorporate more than one type of question and require the application of knowledge and skills.

Outline for examinations and tests

The outline below will be followed when setting the Personal and Social Well-being examination and test papers.

The Grades 4 and 5 examinations and tests will consist of two sections. Total for examination or test: **30 Marks**

Section A: 15 marks	**Section B: 15 marks**
All questions are compulsory. • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge.	All questions are compulsory. • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentences in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. • Learners will solve problems, make decisions and give advice. They will provide a few direct responses.
Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.	

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
All questions are compulsory. • The questions will be matching columns, true or false, multiple choice or list. • Questions will test understanding and factual knowledge. • Response will be short and direct and may be one word, a phrase or a sentence.	All questions are compulsory. • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentences in point form.	Learners will be expected to answer a 10-mark and a 5-mark question. • Questions will focus on the application of knowledge and skills. • Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. • Each question will focus on the specific information or the integration of content. • A short text/ diagram/ data can be provided as a stimulus.
Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in personal and Social Well-being are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

4.4.2 Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in fixed periods, labelled Physical Education on the school timetable. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET is 30% of the total mark for the subject. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
- Movement performance: each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria

can be added to assess the performance in greater depth

Assessment Tool for Physical Education

The assessment tool to assess learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods **(20 marks)**	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: **Outcome of movement performance** **(5x2=10 marks)**	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term. This means, <u>four</u> lists for each of Grades 4, 5 and 6. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance in Physical Education:

	TERM 1	1. Frequency of participation PE periods per term (P1= period 1)								2. Movement performance			TOTAL FOR TERM
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1st Observation	2nd Observation	Total marks 10	30
1.													
2.													
3.													
4.													
5.													

Note.

Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a

percentage and then convert to a mark out 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

4.4.3 Assessment in Creative Arts

The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the teacher (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The teacher will observe learners' participation and ability to respond to instructions, improvise with confidence, communicate through visual or performance arts' tools, work sensibly with others and be creative.

Formal Assessment Requirements:

The Creative Arts Task (CAT) is administered twice a year for each stream (Visual and Performing Arts) in Grades 4, 5 and 6. By mid-year, a CAT for each of Visual and Performing Arts should have been administered, and again by the end of the year. This means that a CAT assessment should be held in each term. Participation in both streams will be assessed informally through class observation and reported in each term. Ability for only one stream will be formally assessed per term. When assessing Performing Arts, it is important that the teacher choose a CAT that comprises of at least TWO of the three art forms.

The two Visual Arts CATs will add up to a total of 80 marks and similarly, the two Performing Arts CATs will add up to a total of 80 marks. The marks obtained give a total mark out of 160 for the CAT at the end of each grade. The mark allocation for the CAT is 40% of the total mark out of 400 for Life Skills, that is, 160 marks.

Visual Arts CATs can take the form of any creative task from the term, which takes a minimum of 3 periods to complete.

Performing Arts CATs can be taken from any of the tasks in Topics 2 or 3 for the term, which combine use of at least

TWO of three art forms.

Creative Arts Year Plan:

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: CAT (Performing or Visual Arts)	40 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: CAT (Performing or Visual Arts)	40 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
TOTAL CREATIVE ARTS MARKS FOR THE YEAR:	160 marks

In Creative Arts formal assessment is done through practical assessment tasks, not written examinations.

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways which include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record

actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Skills, the following marks are applicable per term:

Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks per term	
				For recording	For reporting
1	Assignment/ Design and make	Assignment/Case study/ Design and make	Assignment/ Case study	**30**	**100**
	PET	PET	PET	**30**	
	CAT	CAT	CAT	**40**	
2	PSW: Test	PSW: Test	PSW: Test	**30**	**100**
	PET	PET	PET	**30**	
	CAT	CAT	CAT	**40**	
3	PSW: Project	PSW: Project	PSW: Project	**30**	**100**
	PET	PET	PET	**30**	
	CAT	CAT	CAT	**40**	
4	PSW: Examination	PSW: Examination	PSW: Examination	**30**	**100**
	PET	PET	PET	**30**	
	CAT	CAT	CAT	**40**	
	Total			**400**	**400**

N.B. The assignment, design and make, case study, test, project and examination are formal assessment tasks for Personal and Social Well-being (PSW) for each of the Grades 4,5 and 6.

The various achievement levels and their corresponding percentage bands are as follows:.

Codes and percentages for recording and reporting

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices should be in place for the quality assurance of the subject assessments. All Personal and Social Well-being formal assessment tasks should be internally moderated by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; **and**

4.7.2 *National Protocol for Assessment Grades R-12.*