

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 |
| <ul style="list-style-type: none"> • Personal strengths: identify, explore and appreciate own strengths <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about care and respect for body | | |
| Development of the self | 3 hours | Textbook, books on conflict situations |
| <ul style="list-style-type: none"> • Dealing with conflict: examples of conflict situations at home and school <ul style="list-style-type: none"> - Strategies to avoid conflicts - Useful responses to conflict situations • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about safe environments and how to avoid conflict situations | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Emotions <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about how people express different emotions | | |
| Development of the self | 3 hours | Textbook, newspaper articles, books on teamwork |
| <ul style="list-style-type: none"> • Personal experience of working in a group: at school and home <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about ways to succeed in working in a group | | |
| Development of the self | 3 hours | Textbook, newspaper articles, books on bullying |
| <ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying <ul style="list-style-type: none"> - Examples of acts of bullying - Appropriate responses to bullying: where to find help • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Children's rights and responsibilities: name, health, safety, education, shelter, food and environment <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about children's rights and responsibilities | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Cultures and moral lessons: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about moral lessons found in narratives of different cultures | | |
| Social responsibility | 6 hours | Textbook, books on religions in South Africa, newspaper articles |
| <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion <ul style="list-style-type: none"> - Significant places, buildings and worship symbols of different religions • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Dangers in and around water: at home and public swimming pools and in rivers and dams <ul style="list-style-type: none"> - Responsible safety measures in and around water • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about dangers in and around water | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • Consolidation of work done during the term • Project (recording of marks) | | |
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| TERM 4 | GRADE 4 | Recommended resources |
|---|----------|---|
| Health and environmental responsibility | 1½ hours | Textbook, posters relevant traffic signs, books on traffic rules |
| <ul style="list-style-type: none"> • Traffic rules relevant to road users: <ul style="list-style-type: none"> - Pedestrians and cyclists - Passenger behavior - Railway safety • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about traffic rules relevant to road users | | |
| Health and environmental responsibility | 3 hours | Textbook, posters, books on personal and household hygiene |
| <ul style="list-style-type: none"> • Personal and household hygiene: <ul style="list-style-type: none"> - Personal hygiene items that cannot be shared - Germ breeding areas in the house • Dietary habits of children: <ul style="list-style-type: none"> - Impact on dental and oral hygiene • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Healthy environment and personal health: home, school and community <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about healthy environments and personal health | | |
| Health and environmental responsibility | 3 hours | Textbook, Life skills books, books on HIV and AIDS |
| <ul style="list-style-type: none"> • HIV and AIDS education: basic facts including blood management <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading basic facts about HIV and AIDS | | |
| Formal assessment | 3 hours | Activities done during the year |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Positive self-concept formation <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about activities and/ or actions that build positive self-concept: recall and relate | | |
| Development of the self | 3 hours | Textbook, newspaper articles, magazines |
| <ul style="list-style-type: none"> • Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about appropriate ways of giving and receiving feedback: recall and relate | | |
| Development of the self | 4½ hours | Textbook, books on coping with emotions |
| <ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about friendships that are caring and supportive: recall and relate | | |
| Development of the self | 3 hours | Textbook, books on relationships |
| <ul style="list-style-type: none"> • Relationships with peers, older people and strangers: <ul style="list-style-type: none"> - Safe and unsafe relationships - Bad and good relationships - Benefits of good and safe relationships • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about relationships that are safe and good: recall and relate | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • Consolidation of work done during the term • Assignment/ case study/ design and make | | |
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| 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 |
| <ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Child abuse: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Dealing with violent situations: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about protection agencies and places of safety for children: recall and relate | | |
| Social responsibility | 3 hours | Textbook, books on relationships and different cultures |
| <ul style="list-style-type: none"> • Issues of age and gender in different cultural contexts in South Africa: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about issues of age and gender in different cultural contexts: recall and relate | | |
| Formal assessment | 1½ hours | Activities done during the year |
| <ul style="list-style-type: none"> • Consolidation of work done during the term • Test must cover the work done in term 1 and 2 | | |
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| TERM 3 | GRADE 5 | Recommended resources |
|---|----------------|---|
| Social responsibility | 4½ hours | Textbooks, books on different religions |
| <ul style="list-style-type: none"> • Festivals and customs from a variety of religions in South Africa • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Safety measures at home and the environment: <ul style="list-style-type: none"> - Harmful household products and medication - Fire safety • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Water as an important basic need: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Healthy eating for children: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about healthy eating for children: recall and relate | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Local environmental health problems: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • HIV and AIDS education <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Substance abuse: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about dangers of substance abuse: recall and relate | | |
| Formal assessment | 3 hours | Activities done during the year |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Positive self-esteem: body image <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Abilities, interests and potential <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Peer pressure: <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Problem solving skills in conflict situations: keeping safe and how to protect self and others <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied | | |
| Formal assessment | 1½ hours | Activities done during the term |
| <ul style="list-style-type: none"> • Consolidation of work done during the term • Assignment/case study | | |
| <p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p> | | |

| TERM 2 | GRADE 6 | Recommended resources |
|--|----------------|---------------------------------|
| Development of the self | 3 hours | Textbook, life skills books |
| <ul style="list-style-type: none"> • Self management skills: <ul style="list-style-type: none"> - Responsibilities at school and home - Prioritising responsibilities - Developing an activity plan: homework, house chores and playing time • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about self management skills: interpret/explain and relate what has been studied | | |
| Development of the self | 3 hours | Textbook, life skills books |
| <ul style="list-style-type: none"> • Bullying: reasons for bullying <ul style="list-style-type: none"> - Getting out of the bullying habit: where to find help • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Cultural rites of passage: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about important life stages in different cultures: interpret/explain and relate what has been studied | | |
| Social responsibility | 3 hours | Textbook, newspaper articles |
| <ul style="list-style-type: none"> • The dignity of the person in a variety of religions in South Africa • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Caring for animals: <ul style="list-style-type: none"> - Acts of cruelty to animals - Taking care of and protecting animals - Places of safety for animals • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Caring for people: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Nation-building and cultural heritage : definition of concepts <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied | | |
| Social responsibility | 3 hours | Textbook, magazines, Constitution of SA |
| <ul style="list-style-type: none"> • Gender stereotyping, sexism and abuse: definition of concepts <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> • Consolidation of work done during the term • Project (recording of marks) | | |
| <p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p> | | |

| TERM 4 | GRADE 6 | Recommended resources |
|--|-----------|---|
| Topic 3: Health and environmental responsibility | 1½ hours | Textbook, Basic First Aid kit |
| <ul style="list-style-type: none"> • Basic first aid in different situations: cuts and grazes, 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 |
| <ul style="list-style-type: none"> • Food hygiene: <ul style="list-style-type: none"> - Safe and harmful ingredients - Food preparation - Food storage - Food-borne diseases • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about food hygiene: interpret/explain and relate what has been studied | | |
| Health and environmental responsibility | 4½ hours | Text book, health information resources |
| <ul style="list-style-type: none"> • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. <ul style="list-style-type: none"> - Causes of communicable diseases - Signs and symptoms of communicable diseases - Where to find information: <ul style="list-style-type: none"> o Prevention strategies o Available treatment • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about communicable diseases: interpret/explain and relate what has been studied | | |
| Health and environmental responsibility | 1½ hours | Textbook, life skills books |
| <ul style="list-style-type: none"> • HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS <ul style="list-style-type: none"> - Caring for people with AIDS • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - 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 | Examples of possible activities Activities such as walking, running, hopping, skipping, leaping, etc. |
| Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with 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 activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control | |
| 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 | Examples of possible activities Netball, basketball, soccer, rugby, indigenous or community games, etc. |
| Movement performance in a variety of modified invasion 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 modified invasion games | |
| 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 <ul style="list-style-type: none"> • 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 | |
| Movement performance in a variety of target games. | Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc. |
| 3 hours | |
| Participation in a variety of target games | |
| 2 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 |
| 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 | |
| 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 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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 | 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 |
| Movement performance in a physical fitness programme to develop particular aspects of fitness | |

| 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 |
|---|---|
| <p>3 hours</p> <p>Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.</p> | <p>Recommended resources</p> <p>Textbook</p> <p>Resources for sequenced movement activities</p> <p>Resources for swimming activities</p> <p>Resources for safety</p> |
| <p>2 hours</p> | <p>Examples of possible activities</p> <ul style="list-style-type: none"> • 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. |
| <p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p> | |
| <p>3 hours</p> <p>Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities</p> | |
| <p>2 hours</p> <p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p> | <p>Safety measures</p> <p>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</p> |

3.2.3 Creative Arts

Performing Arts

| TERM 1 | GRADE 4 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time: 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term</p> |
| <ul style="list-style-type: none"> • 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. <p>Key terms: warm up, relaxation, tension, freeze, travelling, personal space, general space, improvise, concentration, body percussion, crotchet, minim, rest, unison.</p> | |

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 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time: 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour in term</p> |
| <ul style="list-style-type: none"> • 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. <p>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.</p> | |

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 |
|---|--|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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) |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 <p>Key terms: character, posture, gesture, facial expression, prop, emotion, spine, isolation, timbre, doh-soh, pitch, sound picture (soundscape)</p> | |

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 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time: 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • Building a drama from a stimulus: tableaux in response to location or theme <p>Consider:</p> <ul style="list-style-type: none"> - introducing and resolving conflict - storyline, characters, space and time - tableaux to start and end the drama - limited dialogue appropriate to the drama <ul style="list-style-type: none"> • 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 | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term</p> |
| <ul style="list-style-type: none"> • Own and other's performances and processes using simple creative arts terminology <p>Key terms: tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, storyline</p> | |

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 |
|--|--|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 staff of a single line) • Pictures of and recorded/live music using Western or African string and woodwind instruments • Textbook | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time: 15 minutes per class (total 2,5 hours in term)</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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 staff (semi-breve, crotchet, minim and quaver note values and equivalent rests) | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term</p> |
| <ul style="list-style-type: none"> • 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 <p>Key terms: breathing, focus, canon, call and response, semi-breve, minim, crotchet, quaver, rest, rhythm, senses, time, level, direction, force, pitch, mood</p> | |

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 |
|---|--|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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) |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 <p>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</p> | |

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 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 staff of a single line, and other) • DVDs or access to live performance of two different dance types • Research material on dance types • Textbook | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • Musical notation of notes on lines and in spaces on a treble staff using letter names on C major scale • Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution) | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term (plus outside class time for viewing of dance)</p> |
| <ul style="list-style-type: none"> • Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance <p>Key terms: treble staff, C major, role play, character, hot seat, repetition, call and response, echo, balance, leading and following, mirroring</p> | |

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 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term (plus outside class time for viewing of drama)</p> |
| <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 <p>Key terms: tongue twisters, social, cultural, environmental, poetry, tableaux, C major, intervals, bass, tenor, alto, soprano, theme, contexts</p> | |

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| TERM 1 | GRADE 6 |
|---|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improve and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation <p>Consider:</p> <ul style="list-style-type: none"> - clear plot and credible characters - highlighting key moments - using space and narrative devices effectively. <ul style="list-style-type: none"> • 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 | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term (and time outside class for research and viewing of drama)</p> |
| <ul style="list-style-type: none"> • 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 <p>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</p> | |

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 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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 <p>Consider:</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swop)</p> | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour in term (with additional time outside of clas for research and viewing of dances)</p> |
| <ul style="list-style-type: none"> • 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 <p>Key terms: breathing, focus, canon, call and response, two-part, tongue twister, African dance genres, key moments, drumming technique</p> | |

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| TERM 3 | GRADE 6 |
|--|---|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term</p> |
| <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - dynamics, melodic and rhythmic patterns - the movement (posture, facial expression, gesture) or dance element related to the song - style and mood | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term (with additional time outside of class for research and attending a music performance)</p> |
| <ul style="list-style-type: none"> • 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 <p>Key terms: action, reaction, conflict, locomotor, non-locomotor, canon, round, two-part, centring, music types, repetition, musical alphabet, lyrics, rhythm, melody</p> | |

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| TERM 4 | GRADE 6 |
|--|--|
| <p>Resources:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 1: Warm up and play</p> | <p>Suggested contact time 15 minutes per class (total 2,5 hours per term)</p> |
| <ul style="list-style-type: none"> • 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) | |
| <p>Topic 2: Improvise and create</p> | <p>Suggested contact time: total of 3 hours per term (with time outside of class for puppet-making)</p> |
| <ul style="list-style-type: none"> • 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 <p>Optional: Puppetry</p> <ul style="list-style-type: none"> • 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 | |
| <p>Topic 3: Read, interpret and perform</p> | <p>Suggested contact time: total of 3,5 hours per term</p> |
| <ul style="list-style-type: none"> • Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. Consider: <ul style="list-style-type: none"> - patterns, repetition and sequencing - elements of music, dance, costume and props (if appropriate) - performance area and audience arrangement - appropriate entrances and exits <p>Optional: Puppetry</p> <ul style="list-style-type: none"> • A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution). | |
| <p>Topic 4: Appreciate and reflect on</p> | <p>Suggested contact time: total of 1 hour per term (with time outside of class for research)</p> |
| <ul style="list-style-type: none"> • Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence • Own and other's performances and processes using simple creative arts terminology <p>Key terms: cultural ritual, ceremony, patterns, repetition, sequence, canon, round, two-part harmony, chants, time, space, weight, energy, puppetry</p> | |

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Visual Arts

| TERM 1 | GRADE 4 | Recommended resources |
|---|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 1 | GRADE 5 | Recommended resources |
|--|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 2 | GRADE 5 | Recommended resources |
|---|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 3 | GRADE 5 | Recommended resources |
|---|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 4 | GRADE 5 | Recommended resources |
|---|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 1 | GRADE 6 | Recommended resources |
|--|---------|---|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 2 | GRADE 6 | Recommended resources |
|--|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 3 | GRADE 6 | Recommended resources |
|--|---------|---|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | | |

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| TERM 4 | GRADE 6 | Recommended resources |
|--|---------|--|
| Topic 3: Visual literacy | 1 hour | Textbook, visual stimuli |
| <ul style="list-style-type: none"> Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture Observe visual stimuli in 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 |
| <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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.