

2021 Annual Teaching Plans

CREATIVE ARTS

Senior Phase



Shuter & Shooter
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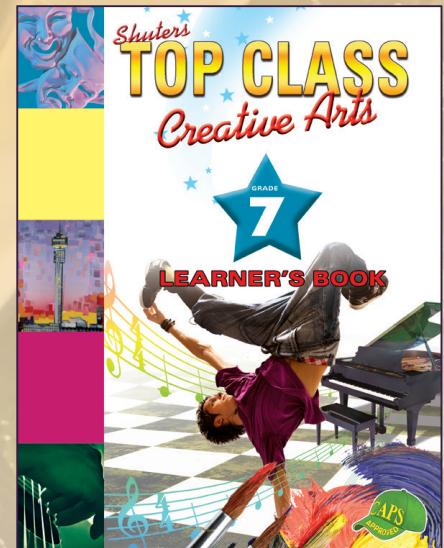
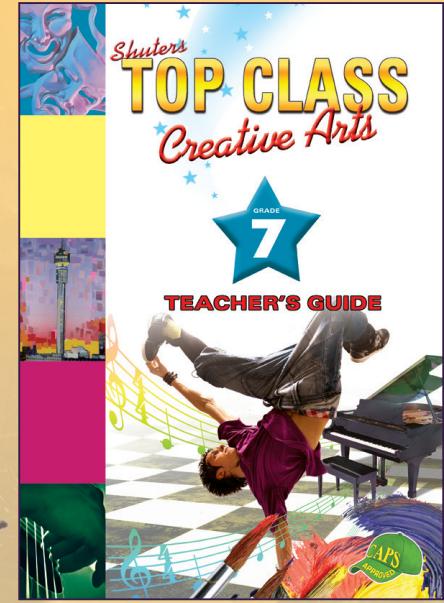
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CREATIVE ARTS Term 1

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
		Unit	LB TG
	Dance		
Dance Theory and Literacy	<p>Baseline assessment:</p> <ul style="list-style-type: none"> Knowledge and understanding of safe environment and code of conduct. Understanding concepts of locomotor/non-locomotor exercises and examples of each. Describing good posture and alignment. Basic dance vocabulary. Dance elements of space, levels, shape and direction. Movement sentences, individually/groups. Movement games. Group discussions. Educational games. Worksheets. 	Weeks 1-2	Unit 1: Dance performance 8-18 3-15
Dance performance	<p>Dance conventions:</p> <ul style="list-style-type: none"> Setting a safe environment, conventions for entering, leaving and greeting and code of conduct, dress code for a Dance class. Introduction to principles of posture and alignment. Warm up: walks & runs, interspersed with freezes. Introduction to floor work for core stability, strength and flexibility: flexing and stretching the feet. Cool down with focus on posture & alignment. 	Week 3	Unit 1: Dance performance 8-18 3-15
Dance improvisation and composition	<p>Dance Theory and Literacy:</p> <p>Importance of warm up</p>		

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Dance conventions: <ul style="list-style-type: none"> Continue with appropriate use of space, respect and trust. Warm up continues with focus on principles of posture and alignment. Floor work continues, adding rounding and lengthening of the spine with focus. Cool down safely. Dance improvisation and composition: Exploring elements of dance: use of space, time and energy	Week 4	Unit 1: Dance performance	8–18	3–15
		Unit 2: Dance improvisation and composition	18–22	15–19
		Unit 3: Dance theory and literacy	24–25	20–22
Dance theory and literacy: <ul style="list-style-type: none"> Dance terminology Importance of good posture and alignment <ul style="list-style-type: none"> Warm up continues by exploring variation in shape. Joint mobility: knee bends, rises in parallel. Preparation for safe landing from movements of elevation/ aerial movements: toe-ball-heel-bend, small jumps off 2 feet. Cool down with slow stretching. Dance Improvisation and Composition Continues exploring with relationships	Week 5	Unit 1: Dance performance	8–18	3–15
		Unit 2: Dance improvisation and composition	18–22	15–19
		Unit 3: Dance theory and literacy	24–25	20–22
Dance Improvisation and Composition: Continue exploring elements of dance: use of space: shape, dimension, levels, direction, pathways.	Week 6	Unit 1: Dance performance	8–18	3–15
		Unit 2: Dance improvisation and composition	18–22	15–19
		Unit 3: Dance theory and literacy	24–25	20–22

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
	Dance Performance: <ul style="list-style-type: none"> • Warm up continues by exploring various directions. • Floor work continues, with focus on posture and alignment. • Joint mobility: add transfer of weight from side to side. • Small jumps & simple locomotor combinations. • Cool down repeated. Dance Improvisation and Composition: Continue exploring elements of dance focusing on time: duration tempo, accents phrasing using body percussion, stamps and claps.	Week 7	Unit 1: Dance performance Unit 2: Dance improvisation and composition	8–18 18–22	3–15 15–19
	 Dance Theory and Literacy: <ul style="list-style-type: none"> • Dance terminology. • Elements of Dance. As explored in Dance Improvisation and Composition. 		Unit 3: Dance theory and literacy	24–25	20–22
	 Dance Performance: <ul style="list-style-type: none"> • Practise the practical class work for the Formal Assessment Task. • Warm up. • Floor work. • Joint mobility & transfer of weight. • Small jumps & simple locomotor combinations. • Cool down. Dance Improvisation and Composition: Exploring the elements of space and time.	Week 8	Unit 1: Dance performance Unit 2: Dance improvisation and composition	8–18 18–22	3–15 15–19
	 Dance Theory and Literacy: <ul style="list-style-type: none"> • Dance terminology. • All Elements of dance covered in Term 1. Formal Practical Assessment Task: Dance group performance	Weeks 9–10	Unit 2: Dance improvisation and composition	22–23	15–19

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Music					
Baseline assessment	<ul style="list-style-type: none"> • Treble clef • Letter names of notes on the treble clef • Duration – concepts of all note values: <ul style="list-style-type: none"> – crotchets – quavers – minims – semibreves 	Weeks 1–2	Music: Introduction	183–184	130–133
Music literacy	<p>Listening to performed music and identify or describe the meter of the music as duple (two beats), triple (three beats) or quadruple time (four beats).</p> <p>Pitch:</p> <ul style="list-style-type: none"> • Sight singing melodic phrases from known and unknown songs using tonic sol-fa. (do, re, mi, fa, so, la, ti, do). • Following simple musical scores while listening to music. • Active listening to a variety of recorded or live music by clapping or humming and/or moving <p>Listening to performed music and identify or describe the story that the music is telling (sad/happy, recognizing a dance, a march etc.) and the instruments used in the performance.</p> <ul style="list-style-type: none"> • Following simple musical scores while listening to music. • Active listening to a variety of recorded or live music by clapping or humming and/or moving. <p>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments.</p> <ul style="list-style-type: none"> • Playing music from graphic scores • Creating instrumental music in group and solo context using: <ul style="list-style-type: none"> – Rhythmic repetition through clapping or drumming. – Rhythmic question and answer through clapping or drumming 	Weeks 3–4	Unit 1: Music literacy	185–196	134–143
Performing and creating music	<p>Weeks 5–6</p> <p>Unit 2: Music listening</p> <p>Weeks 7–8</p> <p>Unit 1: Music literacy</p> <p>Weeks 9–10</p> <p>Unit 3: Performing and creating music</p>	200–201	144	196–200	134–143
				201–209	145–151

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Drama					
	<ul style="list-style-type: none"> • Voice: relaxation and breathing exercises. • Physical: release tension and mirror work activities. • Commence development of short improvisation (use themes relevant to learners). • Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners. • Voice: relaxation, breathing and resonance exercises. • Physical: use imagery to warm-up the body. • Develop a storyline with beginning, middle and end. • Focus on Who, What, Where and When. • Voice: relaxation, breathing and resonance exercises. • Physical: use imagery to warm-up the body. • Shape and develop scenes – using tableaux. • Voice: relaxation, breathing and articulation exercises. • Physical: explore movement dynamics. • Develop characters, space, theme and message of drama. • Voice: relaxation, breathing and articulation exercises. • Physical: explore movement dynamics. • Explore physical relationships in space, focus points, levels, and proximity of characters to each other. • Consider where the audience is seated. • Voice: relaxation, breathing and articulation exercises. • Physical: explore movement dynamics. • Focus of listening and concentration, action and reaction. • Practise the scene, refining it for performance (homework – rehearse own part and if possible, in group to prepare for formal practical assessment in weeks 8 and 9). 	Week 1	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	91–93 103–108	68–74 75–83
		Week 2	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	93–95 108–110	68–74 75–83
		Week 3	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	91–95 110–111	68–74 75–83
		Week 4	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	96–98 110–111	68–74 75–83
		Week 5	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	91–100 110–111	68–74 75–83
		Week 6	Unit 1: Dramatic skills development Unit 2: Drama elements in playmaking	91–102 111–113	68–74 75–83

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Careers	<ul style="list-style-type: none"> • Research careers of actors/dancers/ singers/clowns/ stand-up comedians. • Rehearse improvised drama for assessment. • Present /submit (video/written/audio/electronic – website/ PowerPoint) research careers of actors/dancers/ singers/ clowns/stand-up comedians. • Rehearse improvised drama for assessment. 	Week 7	Unit 3: Careers	114	84
	<ul style="list-style-type: none"> • Classroom improvised drama • Recording/filing of improvised drama 	Week 8	Unit 3: Careers	114	84
Formal Practical Assessment	<ul style="list-style-type: none"> • Classroom improvised drama • Recording/filing of improvised drama 	Weeks 9–10	Unit 2: Drama elements in playmaking	104	75–83
	Visual Arts				
Visual Literacy Create in 2D and 3D	<ul style="list-style-type: none"> • Do a baseline assessment: could include, but not limited to any of the following activities: <ul style="list-style-type: none"> – practical art activities (exercises) exploring different art elements and design principles. – classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. – a quiz, online game/competition. – create a 2D / 3D artwork focusing on drawing and/or colour media; and design principles – in one lesson. – worksheets. <p>Consolidation and introductory activities to prepare for creative work in Term 1:</p> <ul style="list-style-type: none"> • Visual literacy: Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. <ul style="list-style-type: none"> • Create in 2D & 3D, simple paper construction: <ul style="list-style-type: none"> – Drawing and / or colour media: exploring a variety of media and techniques. – Art elements: line, tone, mark-making, and texture used in own lettering and/or patternmaking; drawing, cutting and sticking shapes in series. – Design principles: balance, contrast, emphasis. 	Week 1	Visual Arts: Introduction	263	188–189
Create in 2D	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> • Line, tone, texture, mark-making. • Art elements: line, tone, texture, shape. • Observational projects (small objects and still life arrangements). • Variation of paper size and format. 	Week 3	Unit 1: Create in 2D: Small object drawing	264–271	190–195

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	LB	TG
Visual Literacy	<ul style="list-style-type: none"> • Art Elements: description of artworks - shape, line, tone, texture, colour. • Personal expression and interpretation of local craft. • Similarities & differences, respect and understanding of self and community; the arts as heritage; crafts 	Week 4	Unit 2: Visual literacy: Studying African masks and local crafts	271–275	196–199
Create 2D	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> • Art Elements: line, tone, texture, mark-making. • Design principles: balance, contrast, emphasis. • Observational projects (small objects and still life arrangements). • Variation of paper size and format. 	Week 5	Unit 1: Create in 2D: Small object drawing	264–271	190–195
Visual Literacy Formal Practical Assessment (2D)	<ul style="list-style-type: none"> • Art Elements: description of artworks - shape, line, tone, texture, colour. • Design principles: description of artworks - balance, proportion, emphasis, and contrast • Personal expression and interpretation of local craft. • Similarities & differences, respect and understanding of self and community; the arts as heritage; crafts. 	Week 6	Unit 2: Visual literacy: Studying African masks and local crafts	271–275	196–199
Create in 3D	<p>Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> • Art elements: shape, line, tone, texture, monochromatic colour. • Design principles: proportion, emphasis, contrast. • Good craftsmanship: pasting, wrapping, tying, constructing, joining. • Concern for the environment: use of recyclable materials. • Sharing resources. 	Week 7	Unit 3: Create in 3D: Mask making	276–279	200–201

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<p>Visual Literacy</p> <ul style="list-style-type: none"> • Art elements: use in description of artworks - shape, line, tone, texture, colour – monochromatic colour. • Design principles: use in description of artworks – balance, proportion, emphasis, contrast. • Good craftsmanship: pasting, wrapping, tying, constructing, joining. • Concern for the environment: use of recyclable materials. • Sharing resources. • Emphasis on learners' personal expression and interpretation of local craft. • Similarities & differences, respect and understanding of self and community; the arts as heritage; crafts. 	<p>Week 8</p> <p>Unit 4: Visual literacy: Comparing sculptures of musicians</p> <p>280–282</p>	<p>202</p>
<p>Create in 3D</p> <ul style="list-style-type: none"> • Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques • Art elements: shape/form, texture • Design principles: balance, proportion, emphasis, contrast • Modelling techniques: pinching, rolling, joining techniques, surface texture 	<p>Week 9</p> <p>Unit 3: Create in 3D: Mask making</p> <p>276–279</p>	<p>200–201</p>
<p>Visual Literacy</p> <p>Formal Practical Assessment (3D)</p> <ul style="list-style-type: none"> • Art Elements: description of artworks (shape, line, tone, texture, colour) • Design principles: description of artworks: proportion, harmony, rhythm, emphasis, contrast • Personal expression and interpretation • Communication: Express, identify / name, question and reflect through looking, talking, listening, and writing about the visual world: interpret, analyse, and recognise symbolic language with reference to groups of figures • Create in 3D: Earthenware (or any other 3D-making materials available): figures, e.g. groups of musicians. 	<p>Week 10</p> <p>Unit 5: Create in 3D: Model your own musician in clay</p> <p>282–284</p>	<p>202–204</p>

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	Unit	LB	TG
Dance						
Dance Performance	Dance Performance Consolidation of Term 1 work. <ul style="list-style-type: none">• Warm Up exercises focusing on posture & alignment.• Floor work: introducing core stability, flexibility and strength: flexing and stretching of feet.• Jumps as in Term 1: small jumps off two feet, focusing on safe landing (toe, ball, heel).• Cool down: with slow safe stretching.	Week 1	Unit 4: Dance performance	27–33	24–31	
Dance Theory and Literacy	Dance Theory and Literacy <ul style="list-style-type: none">• Dance terminology – in class as well as in workbook.• Importance of Cooling Down.		Unit 6: Dance theory and literacy	48	35–37	
Dance Performance	Dance Performance <ul style="list-style-type: none">• Warm Up: Use locomotor movements & with freezes, use direction, space & levels.• Floor work: continue using inward and outward rotation from the hips and transference of weight backwards and forwards.• Jumps: add arm movements to develop mobility, coordination and control.• Cool down: continues with focus on breathing using good posture & alignment.		Unit 4: Dance performance	33–39	24–31	
Dance Improvisation and Composition		Weeks 3–4	Unit 5: Dance improvisation and composition	42–43	32–34	
Dance Theory and Literacy	Dance Improvisation and Composition Improvise using element of force: flow of energy. Dance Theory and Literacy <ul style="list-style-type: none">• Dance terminology – in class as well as in workbook.• Element of force energy.		Unit 6: Dance theory and literacy	48	35–37	

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Dance Performance <ul style="list-style-type: none"> Warm Up: gradually develop warm up ritual & focus on posture & alignment. Floor work: continues with strengthening and mobility exercises for feet, legs and hips. Jumps: add with change of direction. Turns: Introducing turning movements. Cool down: Stretching focusing on relaxation and breathing. Dance Improvisation and Composition Improvise using element of force: opposites (smooth & jerky movements).	Weeks 5–6	Unit 4: Dance performance	39–41	24–31
		Unit 5: Dance improvisation and composition	42–43	32–34
Dance Theory and Literacy <ul style="list-style-type: none"> Dance terminology – in class as well as in workbook. Importance of spotting during turning movements. Dance Performance <ul style="list-style-type: none"> Warm Up: add arm movements to develop control & mobility. Floor work: continues with strengthening for abdominal & spinal muscles. Turns: Introducing spotting during turning movements. Short movement sequence using travelling/locomotor steps and small jumps. Cool down: relaxation and slow stretching while sitting. Dance Improvisation and Composition Improvise with focus on relationships to floor, other dancers & props.	Weeks 7–8	Unit 6: Dance theory and literacy	48	35–37
		Unit 5: Dance improvisation and composition	42–43	32–34
Dance Theory and Literacy <ul style="list-style-type: none"> Dance terminology – in class as well as in workbook. Reflect on working with others. 		Unit 6: Dance theory and literacy	48	35–37

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	LB	TG
	Dance Performance <ul style="list-style-type: none"> Practise the practical class work for the Formal Assessment Task. Warm up Floor work Turns Jumps Short movement sequence Cool down 		Unit 5: Dance improvisation and composition	43–47	32–34
	Dance Improvisation and Composition Exploring the elements of Dance for Term 2.	Week 9	Unit 5: Dance improvisation and composition	42–43	32–34
	Dance Theory and Literacy <ul style="list-style-type: none"> Dance terminology All Elements of dance covered in Term 2. 		Unit 6: Dance theory and literacy	48	35–37
	Formal Practical Assessment Task and written paper	Weeks 10–11	Unit 5: Dance improvisation and composition	43–47	32–34
	Dance performance Dance group performance; improvisation and composition exploring relationships in dance.				

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Music	<ul style="list-style-type: none"> Duration: introduction of the dotted note, also in relation to: <ul style="list-style-type: none"> - crotchets - quavers - minims - semibreves - dotted minim. Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Meter of the music as duplet (2 beats) or triple (3 beats) or quadruple (4 beats) time Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers. Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Tempo (fast/slow; faster/slower). Follow musical scores while listening to music. 	Week 1	Unit 4: Music literacy	213–217	153–155
Music literacy	<ul style="list-style-type: none"> Sight singing melodic phrases from known and unknown songs using tonic sol-fa. Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Dynamics (soft/loud; softer/louder). Follow musical scores while listening to music. 	Week 2			
Music listening	<ul style="list-style-type: none"> Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Meaning or story of the music. Follow musical scores while listening to music. Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying. 	Week 3	Unit 5: Music listening	218–222	156–157
Performing and creating music	<ul style="list-style-type: none"> Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Lyrics of the music. Follow musical scores while listening to music. Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying. 	Week 4			
	<ul style="list-style-type: none"> Active listening to a variety of recorded or live music by clapping or humming or moving along. Listening to a variety of recorded or live music and describing the Lyrics of the music. Follow musical scores while listening to music. Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying. 	Week 5			

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	Unit	LB	TG
	<ul style="list-style-type: none"> Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying. Performing and composing music that uses non-conventional notation, e.g. graphic scores Creating own vocal and instrumental music in group and solo context: Melodic repetition (vocal or instrumental); Melodic question and answer (vocal or instrumental); Rhythmic improvisation on African drums. Creating own vocal and instrumental music in group and solo context: Melodic repetition (vocal or instrumental); Melodic question and answer (vocal or instrumental); Rhythmic improvisation on African drums Formal Practical Performance <ul style="list-style-type: none"> Formal Written Assessment 	Weeks 6–7 Week 8 Week 9 Weeks 10–11	Unit 6: Performing and creating music 222–229	158–163		

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Drama					
	<ul style="list-style-type: none"> Voice: Relaxation & posture; Breathing exercises. Physical: release tension, loosen and energise the body. Choral verse: Text analysis 	Week 1	<ul style="list-style-type: none"> Unit 4: Dramatic skills development 	116–118	87–92
	<ul style="list-style-type: none"> Voice: relaxation & Breathing exercises. Physical: release tension, loosen and energise the body. Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues. 	Week 2	<ul style="list-style-type: none"> Unit 4: Dramatic skills development 	116–118	87–92
Dramatic skills development Interpretation and performance: Choral verse/ Folktales	<ul style="list-style-type: none"> Careers: Creative team, including writer, director, producer, designer, composer, and lighting designer. Voice: relaxation & Breathing, Resonance, Physical: release tension, loosen and energise the body, focus and mirror work. Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues. Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others. Listening and responding to cues. Careers: Creative team (continue from previous week). 	Week 3	<ul style="list-style-type: none"> Unit 4: Dramatic skills development 	118–119	87–92
Note: In Terms 2 and 4, there is a choice between Choral Verse and Folktales. If the performance of Folktales is preferred for Term 2, please consult Term 4 of this ATP.	<ul style="list-style-type: none"> Voice: Breathing, Resonance Physical: release tension, loosen and energise body, focus, mirror work. Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues. Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others. Listening and responding to cues. Careers: Creative team (continue from previous week). 	Week 4	<ul style="list-style-type: none"> Unit 4: Dramatic skills development 	118–119	87–92
	<ul style="list-style-type: none"> Voice: Breathing, Resonance, Articulation Physical: use imagery to explore movement dynamics. Choral verse: In addition to techniques explored during previous weeks, add: Group movement, working as one, using body percussion. Careers: Creative team (Continue from previous week) 	Week 5	<ul style="list-style-type: none"> Unit 5: Interpretation and performance: folktale or choral verse 	127–148	93–103
				148–149	104–106

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
			Unit
			LB
			TG
	<ul style="list-style-type: none"> Voice: Articulation Physical: use imagery to warm-up the body and explore movement dynamics. Choral verse: Rehearse all aspects explored in previous weeks towards polished performance. 	Week 6	Unit 4: Dramatic skills development Unit 5: Interpretation and performance: folktale or choral verse
	<ul style="list-style-type: none"> Voice: Articulation Physical: use imagery to warm-up, explore movement dynamics, lead and follow, movements in pairs, small groups and as a class. Choral verse: Rehearse all aspects explored in previous weeks towards polished performance. 	Week 7	Unit 4: Dramatic skills development Unit 5: Interpretation and performance: folktale or choral verse
Practical examination	Group performance	Weeks 8–11	Unit 5: Interpretation and performance: folktale or choral verse
Written examination	Drama terminology		Unit 6: Careers
			104–106

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Visual Arts						
Visual Literacy Create in 2D and 3D	<ul style="list-style-type: none"> Do reflection & recap of previous term's concepts / skills: including any of the following activities:<ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz / online quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets 	Week 1	Visual Arts: Introduction	286	205–206	
Visual literacy Create in 2D	<ul style="list-style-type: none"> Create in 2D, e.g. (but not limited to) still life artwork: local interpretation Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis. Simple etching techniques: etching, drawing, scratching. 	Week 2	Unit 6: Create in 2D: Scraperboard still life of musical instruments	287–290	206–208	
Visual Literacy	<ul style="list-style-type: none"> Description of artworks: art elements: line, tone, texture, shape, colour; Design principles: use in description of artworks – balance, proportion, harmony, emphasis, contrast. Interpret, analyse, and recognise symbolic language with reference to still life; express, identify / name, question, reflect through looking, talking, listening, and writing, e.g. still life 	Week 3	Unit 7: Visual literacy: Meaning and symbolism in paintings of still life	291–292	209–210	
	<ul style="list-style-type: none"> Create in 2D, e.g. (but not limited to) still life artwork: local interpretation Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis. Simple etching techniques: etching, drawing, scratching 					

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	LB	TG
	<ul style="list-style-type: none"> • Create in 2D, e.g. (but not limited to) still life artwork: local interpretation • Art elements: shape, line, tone, texture, complementary colour. • Design principles: contrast, proportion, emphasis. • Painting: colour-mixing; tonal range, shades, and tints. <p>Visual literacy</p> <ul style="list-style-type: none"> • Express, identify / name, question and reflect through looking, talking, listening, and writing about the visual world. 	Week 4	Unit 8: Create in 2D: Paint a still life of flowers	293–297	211–214
	<ul style="list-style-type: none"> • Create in 2D, e.g. (but not limited to) still life artwork: local interpretation • Art elements: shape, line, tone, texture, complementary colour (continue). • Design principles: contrast, proportion, emphasis (continue). • Painting: colour-mixing; tonal range, shades, and tints. <p>Visual literacy</p> <ul style="list-style-type: none"> • Continue from previous week 	Week 5			
	<p>Create in 2D</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Create in 2D, e.g. (but not limited to) still life artwork: local interpretation • Art elements: shape, line, tone, texture, complementary colour (continue). • Design principles: contrast, proportion, emphasis (continue). • Painting: colour-mixing; tonal range, shades, and tints. <p>Visual literacy</p> <ul style="list-style-type: none"> • Identifying art elements and design principles in examples of local craft. • Research: Investigation of local crafter / artist / artwork / style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work). 	Week 6	Unit 9: Visual literacy: Researching crafts and crafters in South Africa	297–301	215–220

CREATIVE ARTS Term 2

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<ul style="list-style-type: none">Create in 2D, e.g. (but not limited to) still life artwork: local interpretationArt elements: shape, line, tone, texture, complementary colour (continue).Design principles: contrast, proportion, emphasis (continue).Painting: colour-mixing; tonal range, shades, and tints.Visual literacy: Continue from previous week	Week 7			
<ul style="list-style-type: none">Create in 2D, e.g. (but not limited to) still life artwork: local interpretationArt elements: consolidate the elements used.Design principles: unity.	Week 8			
<ul style="list-style-type: none">Painting: colour-mixing; tonal range, shades, and tints.Visual literacy: Continue from previous week				
<ul style="list-style-type: none">Create in 2D, e.g. (but not limited to) still life artwork: local interpretationFinalise artwork for formal assessment.	Week 9			
Formal Assessment	Practical examination Written examination	Weeks 10–11		

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
		LB	TG
	Dance Performance Consolidation of Term 1 and 2 work.		
	Dance Conventions: should be established. <ul style="list-style-type: none"> • Warm Up: Reflect on Term 2, focus on using locomotors movements to explore space, direction and levels. • Floor work: Focus on core stability and flexibility, articulation of the feet. • Turns: Revise turning movement while spotting. • Small Jumps: Off two feet with focus on safe landing. • Combination of locomotor movements with coordinating arms. • Cool down: As in Term 2, focus on breathing and stretching while sitting. 	Weeks 1–2	Unit 7: Dance performance 39–47
Dance Performance	Dance Theory and Literacy <ul style="list-style-type: none"> • Dance terminology – in class as well as in workbook. • Discussion on how movements convey meaning 		Unit 8: Dance improvisation and composition 81–83 48–50
Dance Theory and Composition	Dance Performance <ul style="list-style-type: none"> • Warm Up: Add knee bends and rises on two feet. • Floor work: Floor work continues, add, increasing the mobility of the ankles, knee and hip joint strengthening feet and legs, knee and hip joints. • Turns: Half turns while spotting exploring the importance of eye focus and contact as in Topic 2. • Small Jumps: jumps off two feet landing safely on one foot • Cool down: breathing techniques for relaxation and stretches. 	Weeks 3–4	Unit 9: Dance theory and literacy 85–86 51–56
Dance Theory and Literacy	Dance Theory and Literacy <ul style="list-style-type: none"> • Dance terminology with new words. • Study 2 different dance forms e.g. Hip Hop/ Ballroom/ African/Ballet and discuss the differences and similarities 		Unit 9: Dance theory and literacy 86–89 51–56

CREATIVE ARTS Term 3

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<p>Dance Performance</p> <ul style="list-style-type: none"> • Warm Up: Add arm coordination. • Floor work: Floor work continues, adding, strengthening exercises for the feet and legs. • Turns: add, full turn while spotting. • Small Jumps: add jumping off one foot, landing on one foot. • Learning a short South African Dance e.g. Gumboots. • Cool down: Focus on breathing & leg stretches while lying down. <p>Dance Improvisation and Composition Learners respond to different stimuli: themes, ideas, pictures, etc. using eye contact/focus.</p>	<p>Unit 7: Dance performance 71–74</p> <p>Unit 8: Dance improvisation and composition 81–83</p> <p>Weeks 5–6</p> <p>Unit 9: Dance theory and literacy 89</p>	<p>39–47</p> <p>48–50</p> <p>51–56</p>
<p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology – in class as well as in workbook • Self-Reflection on response to stimuli. <p>Dance Performance</p> <ul style="list-style-type: none"> • Warm Up: add good use of posture & alignment. • Floor work: Strengthening of abdominals and spinal muscles. • Turns: Half and Full turns while spotting using eye contact and focus. • Jumps: with focus on safe landing. • Learning a short South African Dance: e.g. Gumboot Dance. • Cool down: Breathing and relaxing while stretching. <p>Improvisation using pictures: show moods/ emotions Learners improvise in groups using stimuli: themes, ideas, pictures, etc. using eye contact/focus.</p>	<p>Weeks 7–8</p>	<p>Unit 7: Dance performance 74–81</p> <p>Unit 8: Dance improvisation and composition 81–83</p> <p>48–50</p>

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
			Unit
	Practise the practical class work for the Formal Assessment Task as well as the Written Task. <ul style="list-style-type: none"> – Warm up. – Floor work. – Turns with eye focus. – Combination of locomotor movements. – Steps from a South African Dance. – Cool down. Dance Improvisation and Composition <p>Exploring the elements of Dance for Term 2.</p> Dance Theory and Literacy <p>Dance terminology All Elements of dance covered in Term 1 and 2.</p>	Week 9	Unit 7: Dance performance Unit 8: Dance improvisation and composition Unit 9: Dance theory and literacy
	Formal Practical Assessment Task <p>Dance performance classwork Dance improvisation and composition exploring different stimuli.</p>	Weeks 10–11	Unit 8: Dance improvisation and composition
			LB TG

CREATIVE ARTS Term 3

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Music					
<ul style="list-style-type: none"> • Treble and bass clef • Letter names of notes on the treble and bass clef. • Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa. • Listen to a variety of recorded or live music and describe the Meter (double or triple or quadruple time, the Tempo (fast/slow) and the Dynamics (soft/loud) of the music. • Duration: consolidation of content learned • Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa. • Clapping or drumming rhythms that use crotchets, minims, quavers, dotted minims and semibreves. • Listening to a variety of recorded or live music and describing the Meaning or story, the lyrics and the texture of the music. 	Week 1	Unit 7: Music literacy	233–238	165–168	
<p>Music literacy</p>	Week 2	Unit 8: Music listening	239–240	169–170	
<p>Music listening</p> <p>Performing and creating music</p>	Weeks 3–4	Unit 7: Music literacy	233–238	165–168	
<ul style="list-style-type: none"> • Clapping or drumming rhythms that use crotchets, minims, quavers, dotted minims and semibreves. • Introducing the concept of polyrhythm. • Create a graphic score (sound picture) of a musical piece listened to or based on a story or poem e.g. storm, rain, etc. • Performing music that uses non-conventional notation, e.g. graphic scores. • African drumming. • Create own vocal and instrumental music in group and solo context including some of the following: <ul style="list-style-type: none"> – Melodic repetition. – Melodic question and answer. – Rhythmic improvisation on an ostinato or riff by clapping or drumming. – Vocal or Melodic improvisation on an ostinato or riff. 	Weeks 5–6	Unit 9: Performing and creating music	240–243	170–174	
Practical music performance	Weeks 10–11				

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Drama					
	<ul style="list-style-type: none"> • Voice: relaxation, breathing, posture exercises. • Physical: physical loosening up and energising of the body. • Improvised Drama: Create a drama using a cultural or social event as stimulus. <ul style="list-style-type: none"> – Drama elements in cultural and social events, compared to their use in theatre. • Voice: relaxation, breathing, resonance exercises (cont.) • Physical: physical loosening up and energising of the body. • Improvised Drama (continue) <ul style="list-style-type: none"> – Actors – Audience (Space) 	Week 1	Unit 7: Dramatic skills development Unit 8: Drama elements in playmaking: character development	151–154 163–172	165–168 169–170
	<ul style="list-style-type: none"> • Voice: relaxation, breathing, resonance exercises (cont.) • Physical: trust exercises in partners and small groups. • Improvised Drama (continue) <ul style="list-style-type: none"> – Time – Costumes 	Week 2	Unit 7: Dramatic skills development Unit 8: Drama elements in playmaking: character development	151–155	165–168
	<ul style="list-style-type: none"> • Voice: relaxation, breathing, articulation exercises (cont.) • Physical: mirror work (using slow, controlled mirroring of narrative mime sequences). • Improvised Drama (continue) <ul style="list-style-type: none"> – Props – Special effects 	Week 3	Unit 7: Dramatic skills development Unit 8: Drama elements in playmaking: character development	155–159 163–172	165–168 169–170
	<ul style="list-style-type: none"> • Voice: relaxation, breathing, articulation exercises (cont.) • Physical: imagery to warm-up the body and explore movement dynamics. • Improvised Drama (continue) <ul style="list-style-type: none"> – Music or accompaniment – Movement or choreography. – Chants or use of call and response, dialogue. 	Week 4	Unit 7: Dramatic skills development Unit 8: Drama elements in playmaking: character development	160–161	165–168
		Week 5	Unit 8: Drama elements in playmaking: character development	163–172	169–170

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<ul style="list-style-type: none"> Voice: relaxation, breathing, articulation exercises (cont.) Physical: lead and follow movements in pairs, small groups and as a class. 	<ul style="list-style-type: none"> Practise the drama, refining it for performance; prepare for formal practical assessment in weeks 9–11. 	<ul style="list-style-type: none"> Research careers of support team, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front of house staff. 	<ul style="list-style-type: none"> Practise the drama to prepare for formal practical assessment in Weeks 9–11. 	<ul style="list-style-type: none"> Present / submit (video / written / audio/ electronic – website / PowerPoint) research careers of support team, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front of house staff. 	<ul style="list-style-type: none"> Practise the drama to prepare for formal practical assessment in Weeks 9–11. 	<ul style="list-style-type: none"> Classroom improvised drama 	<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets.
<p>Visual Literacy</p>	<p>Create in 2D and 3D (reflection and recap)</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 		
<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Visual Arts</p>	<p>Do reflection and recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 			

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
			Unit LB TG
	<p>Create in 3D: e.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> • Art elements: shape, line, tone, texture, shape, colour. • Design principles: proportion, emphasis, contrast (construction and modelling techniques). • Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. <p>Visual literacy</p> <ul style="list-style-type: none"> • The role of the artist in society: role of artist as contributor to society. • Art elements and design principles: use in the description of artworks (e.g. buildings / craftwork); Emphasis on learners' personal expression and interpretation of architecture / craftwork; Social development: similarities and differences, respect and understanding of self and community; the arts as heritage. • Values development: respect for the opinions of others; investigate and understand the contribution of the arts to heritage; communication skills: express, identify / name, question and reflect: looking, talking, listening, and writing about buildings / craftwork. 	<p>Weeks 2–3</p>	<p>Unit 10: Create in 3D: A holder for a cell phone</p> <p>304–308 222–223</p>
	<p>Create in 3D</p> <p>Visual literacy</p>	<p>Weeks 4–6</p>	<p>Unit 11: Visual literacy: Finding out about buildings</p> <p>308–313 224–226</p>
	Visual literacy: Continue from previous week		

CREATIVE ARTS Term 3

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<p>Create in 2D e.g. Paper cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none">• Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic).• Design principles: balance, contrast, harmony, proportion.• Pattern-making: in collages, designs (exploration of various repeat methods).	<p>Weeks 7–10</p>	<p>Unit 12: Create in 2D: Monochromatic colour in collage</p>	<p>313–316</p>	<p>227–229</p>
<p>Visual literacy: Continue from previous week</p> <p>Create in 2D e.g. Paper cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none">• Complete and exhibit artwork for formative assessment.	<p>Week 11</p>	<p>Oral presentation: The role of the artist in society: role of artist as contributor to society</p>	<p>Visual literacy: Continue from previous week</p>	

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
		Unit	LB TG
Dance			
	Consolidation of work done in terms 1, 2 and 3.		
	Dance Performance Revise practical classwork as taught in Term 1-3 by reflecting on Term 3 Formal Assessment Task (FAT) practical class.	Weeks 1-2	Unit 10: Dance performance 50-51 58-59
	Dance Theory and Literacy Revision of dance theory and literacy from terms 1- 3		Unit 12: Dance theory and literacy 62 62-65
	Dance Performance <ul style="list-style-type: none"> Mastery of the dance technique from the previous terms. Mastery and performance of a short group/individual dance. 	Weeks 3-4	Unit 10: Dance performance 50-53 58-59
	Dance Theory and Literacy <ul style="list-style-type: none"> Reflect on the short dance performance in Topic 1. 		Unit 12: Dance theory and literacy 65 62-65
	Dance Performance Mastery of the dance technique.		Unit 10: Dance performance 50-53 58-59
	Dance Improvisation and Composition Composition in small groups (3 to 4 dancers/individuals) of a short dance sequence based on a South African picture, photograph or theme.	Weeks 5-6	Unit 11: Dance improvisation and composition 54-58 60-61
	Dance Theory and Literacy Reflection on own dance experiences.		Unit 12: Dance theory and literacy 65 62-65
	Dance Performance <ul style="list-style-type: none"> Mastery of the dance technique for the Formal Assessment. Mastery and performance of a short group/individual dance. 	Weeks 7-8	Unit 10: Dance performance 50-53 58-59
	Dance Improvisation and Composition Composition in small groups (3 to 4 dancers/individual) of a short dance sequence based on a South African picture, photograph or theme.		Unit 11: Dance improvisation and composition 54-58 60-61
	Dance Theory and Literacy Dance theory and dance terminology from Term 1, 2 and 3.	Weeks 9-10	Unit 12: Dance theory and literacy 65 62-65
	Written exam		Unit 12: Dance theory and literacy 62-64 62-65

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Music			
<ul style="list-style-type: none"> • Treble and bass clef. • Letter names of notes on the treble and bass clef. • Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa. • Listening to a variety of recorded or live music and describing the Meter (duple or triple or quadruple time, the Tempo (fast/slow) and the Dynamics (soft/loud) of the music. 	Week 1	Unit 10: Music literacy 247–253	176–179
<ul style="list-style-type: none"> • Duration: consolidation of content learned. • Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa. • Clapping or drumming rhythms that use crotchets, minims, quavers, dotted minims and semibreves. • Listening to a variety of recorded or live music and describing the Meaning or story, the lyrics and the texture of the music. 	Week 2		
<p>Music literacy</p> <p>Music listening</p> <p>Performing and creating music</p>			
<p>Clapping or drumming polyrhythmic phrases</p> <ul style="list-style-type: none"> • Creating a graphic score (sound picture) of a musical piece listened to or based on a story or poem e.g. storm, rain. • Performing music that uses non-conventional notation, e.g. graphic scores. • African drumming. <p>Create own vocal and instrumental music in group and solo context including the following:</p> <ul style="list-style-type: none"> • Rhythmic and melodic improvisation on an ostinato or riff • Sound pictures based on a story or poem using the voice or instruments. • Writing own four-line song lyrics and melody based on a social issue. <p>Formal practical performance Formal written assessment</p>	Weeks 3–4 Week 5	Unit 11: Music listening 253–255	180–182
	Weeks 6–8	Unit 12: Performing and creating music 255–259	183–187
	Weeks 9–10		

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7
		Unit	LB TG
Drama			
	<ul style="list-style-type: none"> Voice: Relaxation & Posture; Breathing exercises. Physical: release tension, loosen and energise the body. Folktales (individual or group performance) Text analysis Voice: Relaxation & Breathing exercises. Physical: release tension, loosen and energise the body. Folktales (individual or group performance) <ul style="list-style-type: none"> Storytelling techniques, narrative and dialogue. Careers: Related fields of study, drama teacher, drama therapist, drama life coach, voice and speech therapist, movement therapist, radio and television presenters, master-of-ceremonies and agents. Voice: Relaxation & Breathing, Resonance. Physical: release tension, loosen and energise the body, focus and mirror work. Folktales (individual or group performance) <ul style="list-style-type: none"> Vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis, tone-colour. Careers: Continue from previous week. Voice: Breathing, Resonance. Physical: release tension, loosen and energise body, focus, mirror work. Folktales (individual or group performance) <ul style="list-style-type: none"> In addition to elements explored in previous weeks, add: <ul style="list-style-type: none"> Movement, body language, facial expression, eye contact. Vocal characterisation and physical characterisation. Careers: Continue from previous week. 	Week 1	Unit 10: Dramatic skills development 175–177 123 Unit 11: Interpretation and performance: folktale or choral verse 177–178 124–126 Unit 10: Dramatic skills development 175–177 123 Unit 11: Interpretation and performance: folktale or choral verse 177–178 124–126 Unit 12: Careers 180–181 127–129 Unit 10: Dramatic skills development 175–177 123 Unit 11: Interpretation and performance: folktale or choral verse 177–178 124–126 Unit 12: Careers 180–181 127–129 Unit 10: Dramatic skills development 175–177 123 Unit 11: Interpretation and performance: folktale or choral verse 177–178 124–126 Unit 12: Careers 180–181 127–129

CREATIVE ARTS Term 4

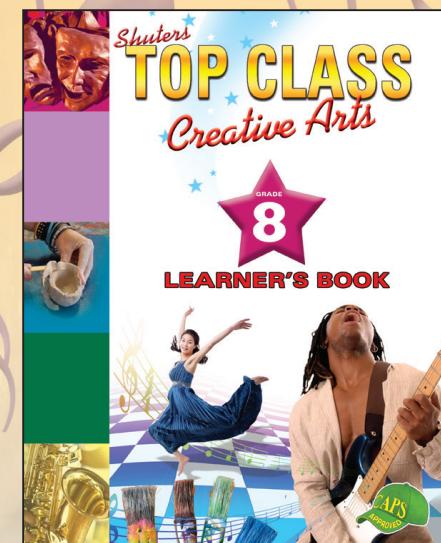
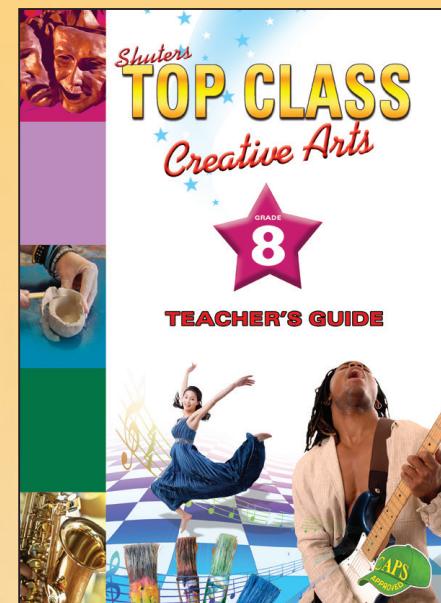
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			Unit 10: Dramatic skills development	175–177	123
		Week 5	Unit 11: Interpretation and performance: folktale or choral verse	177–178	124–126
			Unit 10: Dramatic skills development	175–177	123
		Week 6	Unit 11: Interpretation and performance: folktale or choral verse	177–180	124–126
			Unit 11: Interpretation and performance: folktale or choral verse	179–180	127–129
			Unit 12: Careers	181	127–129
Visual Arts					
• Voice: Breathing, Resonance, Articulation.	• Physical: use imagery to explore movement dynamics.		Do reflection & recap of previous term's concepts / skills: including any of the following activities:		
• Folktales (individual or group performance)	– Use vocal sound effects as background sounds or as a soundtrack: integrating song where appropriate.		• practical art activities (exercises) exploring different art elements and design principles.		
• Voice: Articulation	• Physical: use imagery to warm-up the body and explore movement dynamics.		• classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.	Week 1	Visual Arts: Introduction 318 232–233
• Folktales (individual or group performance) Rehearse all aspects explored in previous weeks towards polished performance.			• a quiz, etc.		
Individual or group performance			• create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.		
Careers and elements of drama			• worksheets.		
Practical Examination			Create in 2D		
Written examination			• Drawing: life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion.	Weeks 2–4	Unit 14: Formal Assessment Project (3 stages) – Term 4 319–323 233–238
			• Art elements: shape, line, tone, texture, shape, colour.		
			• Design principles: contrast, proportion, balance, emphasis, direction.		

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7	LB	TG
Create in 3D	<p>Create in 3D: metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done in previous weeks.</p> <ul style="list-style-type: none"> • Design: experiment with Art Elements and Design Principles. • Spatial awareness: work with shapes in the construction process. • Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other). • Concern for the environment: use of recyclable materials. <p>Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> • Continue as in previous weeks and finalise artwork for formal assessment • Design: experiment with Art Elements and Design Principles. • Spatial awareness: work with shapes in the construction process. • Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other). • Concern for the environment: use of recyclable materials. 	Weeks 5–7	Unit 15: Create in 3D: Craft skills	324–329	239
Formal Assessment	<p>Practical examinations</p> <p>Written examinations</p>	Weeks 9–10			

8



CREATIVE ARTS Term 1

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
		Unit	LB TG
Dance Theory and Literacy	<p>This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 7. The baseline could include the following, and is not limited to:</p> <ul style="list-style-type: none"> practical /performance activities (exercises) exploring different dance elements: space, time, force. participation in short dance sequence classroom discussion (verbal question and answer, group discussions) on basic dance elements. a quiz, online competition/ educational games. identifying dance movements through visual aids mind map of code of conduct educational games worksheets 	Weeks 1-2	Dance: Introduction 1-2
Dance Performance	<p>Dance Performance</p> <ul style="list-style-type: none"> Dance Conventions: setting a safe environment. Warm-up: locomotors, creating a safe environment. Floor work: core stability exercise: strengthening back, abdominal muscles. Cooling down with imagery. 	Week 3	Dance Improvisation and Composition Basic locomotor movements, varying space and direction: walk & run, skip, hop, jump, slide, gallop, leap. Dance Theory and Literacy <ul style="list-style-type: none"> Dance terminology Locomotor & non-locomotor movement terms

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<p>Dance Performance</p> <ul style="list-style-type: none"> • Dance Conventions: Continues with establishing a code of conduct. • Warm up: explore various locomotors and non-locomotors in combination varying in tempo as for Topic 2. • Floor work continues with focus on breathing and curving and lengthening of the spine. • Travelling movement combinations across the floor. • Cooling down with imagery. <p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology • Locomotor and non-locomotor movements 	<p>Dance Performance</p> <ul style="list-style-type: none"> • Warm up ritual: locomotors & non-locomotors with change of direction as for Topic 2. • Leg muscles and joint strengthening and mobility: knee bends and rises in parallel and turned-out. • Articulation of feet and mobility of ankle and knee joints: foot isolations. • Travelling movement combinations across the floor & changing directions. • Cooling down with safe, slow stretching. <p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology • Code of Conduct: Poster 	<p>Dance Performance</p> <ul style="list-style-type: none"> • Warm up ritual with change of direction and focus. • Leg muscles and joint strengthening and mobility continues with low leg extensions/brushes • Articulation of feet and mobility of ankle and knee joints: with small jumps and safe landings. • Cooling down with imagery and safe, slow stretching. <p>Dance Improvisation and Composition</p> <p>Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo.</p>
<p>Dance Performance</p> <ul style="list-style-type: none"> • Unit 2: Improvisation and composition 	<p>Week 4</p>	<p>Unit 2: Improvisation and composition</p> <p>18–22</p> <p>39–41</p> <p>Unit 3: Dance theory and literacy</p> <p>22–23</p> <p>21–22</p>

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
		Unit	LB TG
	Dance Performance <ul style="list-style-type: none"> • Warm up ritual. • Floor work. • Leg muscles and joint strengthening and mobility. • Articulation of feet and mobility of ankle and knee joints. • Travelling movement combinations. • Cooling down. • Preparation towards the FAT (Formal Assessment Task). 	Week 7	
	Dance Improvisation and Composition Continue developing a short dance sequence.		
	Dance Theory and Literacy Dance terminology.		
	Dance Performance Preparation towards the FAT (Formal Assessment Task).	Week 8	
	Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo	Weeks 9–10	
	Formal Practical Assessment Task: Dance performance		
	Music		
Baseline assessment	Consolidation of music notation: <ul style="list-style-type: none"> • Note values: crotchet, minim, dotted minim, semibreve, quaver rests – as for note values. • Time signatures: 2/4; 3/4; 4/4. • Treble and the bass clefs. • Letter names on the treble and bass clefs. • Construction of the major scale: C and G major. <p>Listen to the sound of the families of instruments and describing how the sound is produced: Membranophone</p>	Week 1	241 169–172

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<ul style="list-style-type: none"> • Listen to the sound of the families of instruments and describe how the sound is produced: • Membranophone (complete last week's work, if necessary) • Idiophones • Create own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments 	Week 3		173–182		
<ul style="list-style-type: none"> • Listen to the sound of the families of instruments and describe how the sound is produced: • Idiophones • Group or solo performances from the standard repertoire of Western/African/Indian/ popular musical styles: • Choral works • Group instrumental works • Solo vocal works • Solo instrumental works 	Week 4	Unit 1: Music literacy	242–260		
<p>Music listening</p> <p>Performing and creating music</p>	Week 5	Unit 2: Music listening	182–183		
<ul style="list-style-type: none"> • Listen to the sound of the families of instruments and describe how the sound is produced: • Chordophones • Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar 	Week 6	Unit 3: Performing and creating music	184–189		
Formal Practical Assessment Task: Listening activity		Weeks 9–10	265–271	GRADE 8	
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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8			
			Unit	LB	TG	
	Drama					
	<ul style="list-style-type: none"> • Voice: relaxation – restful alertness and breathing exercises. • Physical: posture (neutral position), release tension and establish trust activities. • Research for short improvisation: Theme related to a social or environmental issue. • Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion. • Media: Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre). • Voice: relaxation – restful alertness and breathing exercises. • Physical: posture (neutral position), release tension and establish trust activities. 	Week 1	Unit 1: Dramatic skills development	109–115	88–91	
	Dramatic skills development					
	<ul style="list-style-type: none"> • Research for short improvisation: Theme related to a social or environmental issue. • Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion. • Media: Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre). 	Week 2				
	Drama elements in playmaking					
	<ul style="list-style-type: none"> • Voice: relaxation – restful alertness and breathing exercises. • Physical: posture (neutral position) and release tension activities. 	Week 3	Unit 2: Drama elements in playmaking – written sketch/ improvisation	116–133	92–102	
	Media					
	<ul style="list-style-type: none"> • Devise topic from research: Develop structure for performance: plot, characters, time, place, space and audience. • Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities. • Shape and focus the performance: Exploration of space and time e.g. playback, jumps in time, different time and place, flashbacks. • Use of symbols. 	Week 4				

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Drama				
	<ul style="list-style-type: none">• Voice: relaxation - restful alertness and breathing exercises.• Physical: posture (neutral position), release tension and establish trust activities.• Research for short improvisation: Theme related to a social or environmental issue.• Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.• Media: Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).	Week 1	Unit 1: Dramatic skills development	109–115 88–91
Dramatic skills development	<ul style="list-style-type: none">• Voice: relaxation – restful alertness and breathing exercises.• Physical: posture (neutral position), release tension and establish trust activities.	Week 2		
Drama elements in playmaking	<ul style="list-style-type: none">• Research for short improvisation: Theme related to a social or environmental issue.• Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.• Media: Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).			
Media	<ul style="list-style-type: none">• Voice: relaxation – restful alertness and breathing exercises.• Physical: posture (neutral position) and release tension activities.	Week 3	Unit 2: Drama elements in playmaking – written sketch/ improvisation	116–133 92–102
	<ul style="list-style-type: none">• Devise topic from research: Develop structure for performance: plot, characters, time, place, space and audience.• Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities.• Shape and focus the performance: Exploration of space and time e.g. playback, jumps in time, different time and place, flashbacks.• Use of symbols.	Week 4		

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			Unit LB TG
	<ul style="list-style-type: none"> • Voice: breath control and capacity, and resonance exercises. • Physical: posture (neutral position) and body as an instrument of expression • activities. <p>• Shape and focus the performance: Audibility of spoken dialogue.</p> <ul style="list-style-type: none"> • Voice: breath control and capacity, and resonance exercises. • Physical: posture (neutral position), develop concentration and focus activities. <p>• Shape and focus the performance: Finding a clear focus: remove unnecessary/confusing dialogue and movements.</p> <ul style="list-style-type: none"> • Voice: breath control and capacity, and resonance exercises. • Physical: posture (neutral position), develop concentration and focus activities. <p>• Shape and focus the performance: Developing and sustaining dramatic tension.</p>	Week 5	
	<p>Formal Practical Assessment</p> <ul style="list-style-type: none"> • Classroom improvised drama • OR • Recording/filming of improvised drama 	Week 6	
Appreciation and reflection Media	<p>Unit 3: Appreciation and reflection</p> <p>Unit 6: Appreciation and reflection</p>	Week 7	133–136 103–104 172–175 103–104
Visual Literacy Create in 2D and 3D (baseline and orientation)	<p>Do a baseline assessment; could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> • practical art activities (exercises) exploring different art elements and design principles. • classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. • a quiz, online game/competition. • create a 2D / 3D artwork focusing on drawing and/or colour media; and design principles – in one lesson. • worksheets. 	Week 1	Visual Arts: Introduction 329 230–231

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Consolidation and Introductory activities to prepare for creative work in Term 1:			
Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. 	Week 2	
Create in 2D & 3D, simple paper construction:	<ul style="list-style-type: none"> Drawing and / or colour media: exploring a variety of media and techniques. Art elements: line, tone, mark-making, and texture used in own lettering and/or patternmaking; drawing, cutting and sticking shapes in series. Design principles: balance, contrast, emphasis 		
Create in 2D	<p>Drawing and painting: Creative Lettering in Popular Culture - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture, complementary colour. Design principles: contrast, proportion, emphasis, unity, balance. Variation of paper size and format: different scale and degrees of detail. 	<p>Week 3</p> <p>Unit 2: Create in 2D: Design a comic book cover</p>	<p>339–342</p> <p>236–237</p>
Visual Literacy	<p>Art elements: use in description of artworks - shape, line, tone, texture, complementary colour.</p> <ul style="list-style-type: none"> Design principles: use in description of artworks - contrast, proportion, emphasis, unity, balance. Emphasis on personal verbal expression; express, identify / name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: lettering. Values development: lettering in popular culture to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others. 	<p>Week 4</p> <p>Unit 1: Visual literacy: Art as popular culture and design</p>	<p>330–338</p> <p>232–235</p>

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8	LB	TG
Create in 2D	<p>Drawing and painting: Creative Lettering in Graffiti - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture, complementary colour. Design principles: contrast, proportion, emphasis, unity, balance. Variation of paper size and format: different scale and degrees of detail. 	Week 5			
Visual Literacy Formal Practical Assessment (2D)	<p>Art elements: use in description of artworks - shape, line, tone, texture, complementary colour.</p> <ul style="list-style-type: none"> Design principles: use in description of artworks - contrast, proportion, emphasis, unity, balance. Emphasis on personal verbal expression; express, identify / name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: graffiti. Values development: graffiti to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others. 	Week 6	<p>Unit 2: Create in 2D: Design a comic book cover</p> <p>339–342</p>	236–237	
Create in 3D	<p>Creating and constructing a 3D artwork inspired by functional containers: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements and design principles: conscious application in own work. Imaginative representation; Spatial awareness; conscious experience of working with shapes in the modelling process; understanding of depth and visual perspective. Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail). 	Week 7	<p>Unit 4: Create in 3D: Earthenware containers</p> <p>346–350</p>	240–243	

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<p>Visual Literacy</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of artworks (functional containers). Emphasis on the learner's personal expression and interpretation of functional containers. Express, identify / name, question and reflect through looking, talking, listening and writing about the visual world in relation to functional containers through history. Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design. 	<p>Week 8</p> <p>Unit 3: Visual literacy: Considering containers</p>	<p>343–346</p> <p>238–240</p>
<p>Create in 3D</p> <ul style="list-style-type: none"> Art elements and design principles: conscious application in own work (mythological containers). Imaginative representation; spatial awareness: conscious experience of working with shapes in the modelling process; understanding of depth and visual perspective. Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail). 	<p>Week 9</p>	<p>Unit 5: Create in 3D: Mythological containers</p> <p>350–355</p> <p>244–246</p>
<p>Visual Literacy</p> <p>Formal Practical Assessment (3D)</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of artworks. Emphasis on the learner's personal expression and interpretation of mythological containers. Express, identify / name, question and reflect through looking, talking, listening and writing about the visual world in relation to mythological containers through history. Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design. 	<p>Week 10</p>	<p>CREATIVE ARTS Term 1</p> <p>GRADE 8</p> <p>43</p>

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
		Unit	LB TG
	Dance Performance Dance Conventions: Consolidation of Term 1 work. <ul style="list-style-type: none">• Warm Up exercises• Revise ritual from Term 1.• Floor work: revise core stability for strengthening back & stomach muscles, focusing on breathing.• Leg muscles and joint strengthening & mobility: knee bend & rises in parallel and turned out position.• Simple turns with eye focus: using hand gesture, articulation and coordination.• Cool down: with slow safe stretching as in Term 1 with focus on breathing.	Weeks 1–2	24–38
	Dance Theory and Literacy: <ul style="list-style-type: none">• Revision of Term 1 work.• Code of conduct refer to class poster and workbooks	Unit 4: Dance performance	25–51
Dance performance improvisation and composition	Dance Performance <ul style="list-style-type: none">• Warm Up: building on the ritual focusing on good posture.• Floor work: developing strength and mobility in the hips and feet.• Leg muscles and joint strengthening & mobility: as before adding lunges.• Articulation of the feet and mobility of the ankle and knee joints: foot isolations.• Simple turns with eye focus: using hand gesture, articulation and coordination.• Cool down: gradual reduction in speed.	Weeks 3–4	39–41
Dance theory and literacy	Dance Improvisation and Composition: Explore dance element of time – _slow motion and double time. Dance Theory and Literacy: The purpose of warming up	Unit 5: Improvisation and composition	51–56

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Dance Performance <ul style="list-style-type: none">• Warm Up: continues focusing on alignment.• Floor work: continues with focus on transfer of weight.• Leg muscles and joint strengthening & mobility: add leg lifts.• Articulation of the feet and mobility of the ankle and knee joints: add small jumps off two feet landing on two feet with rhythmic patterns.• Aerial/travelling movements: moving across the space using a range of music genres and rhythms.• Cool down: gradual reduction in size of movements.	Weeks 5–6	Dance Improvisation and Composition: Steps from a Social or Popular dance form.	42–46
Dance Performance The purpose of Cooling down. Dance Theory and Literacy The purpose of Cooling down.	Unit 6: Dance theory and literacy	Dance Performance <ul style="list-style-type: none">• Warm-up ritual established.• Floor work: add lunges and steps in all directions.• Leg Muscles and joint strengthening & mobility: add kicks with hand coordination.• Articulation of the feet and mobility of the ankle and knee joints: add safe landing.• Aerial/travelling movements: moving across the space using a range of music genres and rhythms using leading and following as in Topic 2.• Cool down: add reduction in speed and size of stretching.	Weeks 7–8

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
		Unit	LB TG
	Rehearse for Dance Performance <ul style="list-style-type: none"> • Warm Up • Floor work • Leg muscles and joint strength & mobility • Articulation of feet & mobility of ankle & knee joints • Simple turns • Cool down 	Week 9	
	Dance Improvisation and Composition Steps from a Social or Popular dance style.		
	Formal Assessment Tasks <ul style="list-style-type: none"> • Dance group performance improvisation • Written paper 	Weeks 10–11	
	Music		
	<ul style="list-style-type: none"> • Duration: • Note values: triplet. • Time signatures: 2/4; 3/4; 4/4. • Active listening to identify Meter: duple and triple • Pitch: The construction of the major scale - F major. • Active listening to identify Meter: duple and triple • Reading musical notation: Reading music in the keys of C, G and F major. • Active listening to identify rhythmic and melodic repetition • Reading musical notation: Reading music in 2/4; 3/4; 4/4 time. • Active listening to identify rhythmic and melodic repetition • Musical terminology: <ul style="list-style-type: none"> • Dynamics: piano; forte; crescendo; diminuendo. • Tempo: allegro; andante. • Active listening to identify dynamics: piano and forte 	Week 1	Unit 4: Music literacy 275–286 192–197
		Week 2	
		Week 3	Unit 5: Music listening 287–288 198–199
		Week 4	
		Week 5	
		Week 6	Unit 6: Performing and creating music 288–292 200–204
	Performance and creating music	Weeks 7–9	
	Music listening	Weeks 10–11	
	Mid-year examinations		

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Drama	
<ul style="list-style-type: none"> • Voice: relaxation, breathing and tone exercises. • Physical: posture (neutral position), release tension, loosen and energise the body activities. • Interpretation and Performance Skills: SA Poem <ul style="list-style-type: none"> – Text analysis – expressing piece in own words. • Voice: relaxation, breathing and tone exercises. • Physical: posture (neutral position), release tension, loosen and energise the body activities. • Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> – Vocal clarity, pitch, pace, pause, tone, volume and emphasis. • Voice: breathing, tone and resonance exercises. • Physical: posture, focus and control activities. 	Week 1 Unit 4: Dramatic skills development 138–147
<ul style="list-style-type: none"> • Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> – Facial expression, body language and emotional connection. – Create appropriate mood, using voice and movement. 	Week 2 106–111
<ul style="list-style-type: none"> • Voice: breathing, tone and resonance exercises. • Physical: posture, focus and control activities. 	Week 3 148–171
<ul style="list-style-type: none"> • Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> – Integrating verbal characterisation and physical expressiveness: appropriate use of movement and/or stillness. • Voice: articulation, breathing and resonance exercises. • Physical: explore movement dynamics and relaxation activities. 	Week 4 112–124
<ul style="list-style-type: none"> • Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> – Audience contact: memorable, engaging and effective presentation. • Voice: articulation, breathing and resonance exercises. • Physical: focus, control and relaxation activities. • Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> – Rehearsal towards performance. 	Week 5 172–175 Unit 6: Appreciation and reflection 125–126
	Week 6

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			Unit LB TG
Practical examination	<ul style="list-style-type: none"> Voice: articulation, breathing and resonance exercises. Physical: focus, control and relaxation activities. Interpretation and Performance Skills - SA Poem <ul style="list-style-type: none"> Final rehearsal towards performance. 	Week 7	
Written examination	Individual/Small group performance		
	Drama terminology	Weeks 8–11	
Visual Literacy	<p>Do reflection & recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	Week 1	Visual Arts: Introduction 358 247
Create in 2D and 3D (reflection and recap)	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information, preliminary drawings and sketches. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Understanding of images as symbols. Variation of paper size and format: different scale and degrees of detail. 		Unit 6: Visual literacy: Fashion and the role of fashion in society 359–367 248–252
Visual Literacy	<p>Visual literacy:</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of artworks, e.g. societal issues. The role of the artist as contributor and social commentator in society, current events and how these are expressed in art, craft, design and popular culture. Interpret, analyse and recognise symbolic language. 	Week 2	

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Create in 2D e.g. Drawing on societal issues • Art elements: shape, line, tone, texture. • Design principles: contrast, proportion, emphasis, unity. • Understanding of images as symbols. • Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa. • Variation of paper size and format: different scale and degrees of detail.	Week 3	Unit 9: Create in 2D: A mural as a social comment 378–382	258–265
Visual literacy: Continue from previous week Create in 2D e.g. Drawing on societal issues • Art elements: shape, line, tone, texture. • Design principles: contrast, proportion, emphasis, unity. • Understanding of images as symbols. • Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa. • Variation of paper size and format: different scale and degrees of detail.	Week 4		
Visual literacy: Continue from previous week Create in 3D: fashion objects • Design: art elements and design principles in three-dimensional design projects • Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. • Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project.	Week 5	Unit 7: Create in 3D: A garment for a social event 368–373	253–256
Visual literacy: • The role of the artist in society: careers in fashion. • Values development: discuss fashion as an example of popular culture to formulate values and to learn respect for the opinions of others.			

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			LB TG Unit
	Create in 3D: fashion objects <ul style="list-style-type: none"> Design: art elements and design principles in three-dimensional design projects. Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project. 	Week 6	Unit 8: Visual literacy: Art and social issues 373–377 257–258
	Visual literacy: Continue from previous week		
	Create in 3D: fashion objects <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project). Use of tools: safety, consideration of others: shared resources, concern for the environment. 	Week 7	Unit 8: Visual literacy: Art and social issues 373–377 257–258
	Visual literacy:		
	<ul style="list-style-type: none"> Art elements and design principles: use in description of fashion then and now. Express, identify / name, question and reflect through writing about fashion 		
	Create in 3D: fashion objects <ul style="list-style-type: none"> Design: art elements and design principles in three-dimensional design projects Use of tools: safety, consideration of others: shared resources, concern for the environment 	Week 8	
	Visual literacy: Continue from previous week		
	Create in 3D: fashion objects <ul style="list-style-type: none"> Finalise artwork for formal assessment. 	Week 9	
	Visual literacy: Continue from previous week		
Formal assessment	Practical examination Written examination	Weeks 10–11	

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Dance			
Consolidation of work done in Term 1			
Dance Performance:			
<ul style="list-style-type: none"> • Warm-up ritual: add spinal rolls. • Floor work: developing strength and mobility in hips and feet. • Leg muscles and joint strengthening & mobility: knee bends, rises, lunges, leg lifts and kicks. • Articulation of the feet and mobility of the ankle and knee joints: foot isolations and small jumps, off two feet and landing on two feet with rhythmic patterns, focusing on safe landings. • Aerial/travelling movements: moving across the space using a range of music genre and rhythms. • Cool down: gradual reduction of speed and size of movements. 	Weeks 1–2	Unit 7: Dance performance	60–79
Dance performance			
Dance improvisation and composition			
Dance theory and literacy			
Dance Improvisation and Composition:			
Dance Elements: time-slow motion, double time, varying accents and polyrhythms.			
Dance Theory and Literacy:			
Purpose of warming up and cooling down.			
Dance Performance:			
<ul style="list-style-type: none"> • Warm-up ritual: add side bends still focusing on posture and alignment. • Floor work: add arm mobilisation, positions and sequences. • Leg muscles and joint strengthening & mobility: add knee bends and rises with balances. • Transfer of weight & Turns: Lunges and steps in all directions, simple turns with eye focus. • Articulation of the feet and mobility of the ankle and knee joints: add jumps off two feet landing on one foot. • Learning a short dance sequence focusing on teamwork (if possible). • Cool down: add stretching. 	Weeks 3–4	Unit 8: Improvisation and composition	80–87
Dance Improvisation and Composition:			
Exploration of dance elements: space – symmetry, asymmetry and patterning.			60–66

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			Unit LB TG
	<p>Dance Theory and Literacy: Discussion of social or popular dance: origin, characteristics, effect on dancers and audience</p> <p>Dance Performance:</p> <ul style="list-style-type: none"> • Warm-up ritual: add swinging arms and circling different body parts. • Leg muscles and joint strengthening & mobility: add circular leg movements. • Transfer of weight & Turns: transfer of weight combinations with rhythmic variations and turns on one leg with eye focus. • Articulation of the feet and mobility of the ankle and knee joints: add small jumps off one-foot landing on one foot. • Aerial/travelling steps across space: e.g. gallops, step hops and leaps. • Learning a short dance sequences focusing on presentation skills. • Cool down: stretching and relaxation exercises with soft gentle music. 		
	<p>Dance Improvisation and Composition: Exploration of dance elements: force- how the use of energy/ force affects the quality of dance movement; weight; gravity.</p> <p>Dance Theory and Literacy: Dance and related careers research and presentations</p>	Weeks 5–6 Weeks 5–6 Weeks 5–6	Unit 9: Dance theory and literacy 88–91 67–71

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Dance Performance	<ul style="list-style-type: none">• Warm-up ritual: spinal rolls, side bends focusing on posture and alignment, arm swings and circling different body parts.• Leg muscles and joint strengthening & mobility: add kick in all directions.• Transfer of weight & Turns: lunges and steps in all directions, combinations with rhythmic variations, turns on one leg with eye focus.• Articulation of the feet and mobility of the ankle and knee joints: foot isolations and small jumps, off two feet and landing one foot and off one-foot landing on one foot with focusing on safe landings.• Aerial/travelling steps across space: e.g. gallops, step hops and leaps.• Step and sequences from a Social or Popular Dance form• Cool down: as in previous week.	Weeks 7–8	
Dance Improvisation and Composition: Exploration of dance elements: time, space and force.			
Dance Theory and Literacy: Dance and related careers research and presentations			
Rehearse for Dance Performance	<ul style="list-style-type: none">• Warm Up• Floor work• Leg muscles and joint strength & mobility• Articulation of feet & mobility of ankle & knee joints• Transfer of weight & Turns• Simple turns• Cool Down	Week 9	
Dance Improvisation and Composition: Dance elements of space, time and force			
Formal Practical Assessment Task: Dance group performance improvisation	Weeks 10–11		

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8			
			Unit	LB	TG	
	Music					
	<ul style="list-style-type: none"> Duration: Note values – triplet Time signatures: 2/4; 3/4; 4/4 Active listening to identify Meter: duple and triple. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: chordophones. Pitch: The construction of the major scale - F major. Active listening to identify Meter: duple and triple. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: idiophones Reading musical notation: Reading music in the keys of C, G and F major Active listening to identify Rhythmic and melodic repetition. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: membranophones Reading musical notation: Reading music in 2/4; 3/4; 4/4 time Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: aerophones Musical terminology: Dynamics; piano; forte; crescendo; diminuendo Tempo: allegro; andante Active listening to identify dynamics, contrasts in tempo and texture and the meaning of lyrics. Active listening to identify Rhythmic and melodic repetition. Creating own music in group context by - improvising on a melodic ostinato or riff. Writing four-line lyrics based on a personal or social issue and adding own melody to it. Creating own music in group context by - improvising on a melodic ostinato or riff. Writing four-line lyrics based on a personal or social issue and adding own melody to it. Composing a one-minute jingle based on a social issue using the voice or available software Formal Practical Assessment Task: Listening activity 	Week 1	Unit 7: Music literacy	297–303	207–210	
	Music literacy					
			Week 3	Unit 8: Music listening	304–305	211–212
	Music listening					
			Week 4			
	Performing and creating music					
			Week 5			
			Week 6	Unit 9: Performing and creating music	306–310	213–216
			Week 7			
			Weeks 8–9			
			Weeks 10–11			

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Drama	
<ul style="list-style-type: none"> • Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. 	
<ul style="list-style-type: none"> • Improvisation based on a theatre style: Choose only one: <ul style="list-style-type: none"> – comedy – tragedy – musical – puppetry 	Week 1 Unit 7: Dramatic skills development 178–187 128–133
<p>Dramatic skills development</p> <ul style="list-style-type: none"> • Media: Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles). • Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. 	
<p>Drama elements in playmaking</p> <ul style="list-style-type: none"> • Improvisation based on a theatre style: Develop structure for performance: plot, characters, time, place, space and audience. 	Week 2 187–197 134–141
<p>Media</p> <ul style="list-style-type: none"> • Media: Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles). • Voice: relaxation, breathing and resonance exercises. • Physical: trust activities with partners and in small groups. 	Week 3 Unit 8: Drama elements in playmaking – an improvised style 187–197 134–141
<ul style="list-style-type: none"> • Improvisation based on a theatre style: Most important moments/highlights, effective words or dialogue and crucial movements. 	
<ul style="list-style-type: none"> • Voice: relaxation, breathing and resonance exercises. • Physical: mirror work (using slow, controlled mirroring of narrative mime sequences). 	
<ul style="list-style-type: none"> • Improvisation based on a theatre style: Technical resources to enhance the performance: <ul style="list-style-type: none"> – props – set pieces – costume pieces 	Week 4 Unit 9: Appreciation and reflection 197–198 142–145

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8	LB	TG
	<ul style="list-style-type: none"> • Voice: relaxation, breathing and resonance exercises. • Physical: lead and follow movements in pairs, small groups and as a class. 				
	<ul style="list-style-type: none"> • Improvisation based on a theatre style: Technical resources to enhance the performance: <ul style="list-style-type: none"> – sound – basic lighting • Voice: relaxation, breathing and articulation exercises. • Physical: imagery to warm- up the body and explore movement dynamics. 	Week 5			
	<ul style="list-style-type: none"> • Improvisation based on a theatre style: Practise the drama and refine for final performance. • Voice: relaxation, breathing and articulation exercises. • Physical: explore character and mood through movement. 	Week 6			
	<ul style="list-style-type: none"> • Improvisation based on a theatre style: Practise the drama and refine for final performance. • Voice: relaxation, breathing and articulation exercises. • Physical: explore character and mood through movement. 	Week 7			
	<ul style="list-style-type: none"> • Improvisation based on a theatre style: Practise the drama and refine for final performance. 	Week 8			
Appreciation and reflection Media	Formal Practical Assessment <ul style="list-style-type: none"> • Classroom improvised drama • OR • Recording/filming of improvised drama 	Weeks 9–11			

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Visual Arts	
Visual Literacy Create in 2D and 3D (reflection and recap)	<p>Do reflection & recap of previous term's concepts/skills: including any of the following activities:</p> <ul style="list-style-type: none">• practical art activities (exercises) exploring different art elements and design principles.• classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.• a quiz, etc.• create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.• worksheets.
Create in 2D	<p>Create in 2D: e.g. figure drawing / body templates</p> <ul style="list-style-type: none">• Observation and interpretation of the figure.• Art elements: shape, line, tone, texture.• Design principles: contrast, proportion, emphasis, unity.• Exploration of wet media (optional) for drawing.• Drawing and painting: exploring a variety of appropriate media. <p>Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design.</p> <ul style="list-style-type: none">• Variation of paper size and format; different scale and degrees of detail.
	<p>Week 1</p> <p>Visual Arts: Introduction</p> <p>384</p> <p>266</p> <p>Week 2</p> <p>Unit 10: Create in 2D: Drawing a seated figure</p> <p>385–390</p> <p>267–270</p>

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			LB TG
Create in 2D	<ul style="list-style-type: none"> • Create in 2D: e.g. figure drawing / body templates • Observation and interpretation of the figure. • Art elements: shape, line, tone, texture. • Design principles: contrast, proportion, emphasis, unity. • Exploration of wet media (optional) for drawing. • Drawing and painting: exploring a variety of appropriate media. • Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design. • Variation of paper size and format; different scale and degrees of detail. 	Weeks 3–5	<p>Unit 13: Create in 2D: Designs for the world of work</p> <p>397–400 277–278</p>
Visual Literacy	<p>Visual literacy:</p> <ul style="list-style-type: none"> • Art elements and design principles: use in description of own and others' artworks. Description of own and others' artwork: Personal meaning and interpretation expressed in words. Develop critical thinking and response. • The role of the artist in society: careers in the arts and design fields. • Express, identify / name, question and reflect through researching careers in visual arts and design using various sources, e.g. books, libraries, internet; formal written response or class presentation (could be group work). • Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects. 		<p>Unit 11: Visual literacy: Comparisons and self-assessment</p> <p>391–393 271–273</p>

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Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes)	<ul style="list-style-type: none"> Design: apply art elements and design principles to three dimensional design projects exploring surface decoration; fashion design, interior design, corporate design. Spatial awareness: conscious experience of working with shapes in the construction process. Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other). Use of tools: safety, consideration of others, sharing resources. 	<p>Visual literacy:</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of own and others' artworks. Description of own and others' artwork: Personal meaning and interpretation expressed in words. Develop critical thinking and response. The role of the artist in society: careers in the arts and design fields. Express, identify / name, question and reflect through researching careers in visual arts and design using various sources, e.g. books, libraries, internet; formal written response or class presentation (could be group work). Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects. 	<p>Unit 14: Create in 3D: A design project for a fashion house</p> <p>Weeks 6–9</p>	<p>400–404</p> <p>279–281</p>
Careers	<p>Careers in visual arts and design</p> <ul style="list-style-type: none"> Planning and preparation: with guidance, collects resources, visual information: the role of the artist in society: careers in the arts and design fields. Express, identify / name, reflect on careers in visual arts and design. Basic research skills: Access (how find information): Enquire, locate, identify, observe, research. Process (the information): Arrange, compare, evaluate, analyse, communicate. Use Accept, reject, apply, choose. Oral presentation: Careers in visual arts and design. 	<p>Unit 12: Visual literacy: Opportunities and careers in art</p> <p>Weeks 10–11</p>	<p>393–396</p> <p>273–276</p>	
	Finalise 2D & 3D artwork and submit for formal assessment.			

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
		Unit	LB TG
	Dance		
	Consolidation of work done in previous terms. Revision of dance theory and literacy from previous terms • Warm-up ritual: consolidate from previous terms. • Cooling down: consolidate from previous terms. • Mastery of the dance class: attention to detail, correct posture, correct alignment, safe landings from aerial movements.	Weeks 1–2	93–98
Dance performance	Dance Theory and Literacy Revision of dance theory and literacy from previous terms • Warm up ritual: consolidate from previous terms. • Mastery of the dance technique from the previous terms. • Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. • Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts.	Unit 10: Dance performance Weeks 3–4	73–76
Dance improvisation and composition	Dance Theory and Literacy Revision of dance theory and literacy from terms 1, 2 and 3. • Warm up ritual: consolidate from previous terms. • Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. • Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts.	Weeks 5–6	99–105
Dance theory and literacy	Dance Improvisation and Composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought. Dance Theory and Literacy Reflection on own dance experiences.	Unit 11: Improvisation and composition	77–80

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<ul style="list-style-type: none"> • Warm up ritual: Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. • Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts. 	Dance Improvisation and Composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought.	Weeks 7–8	Unit 12: Dance theory and literacy	106–107 81–85
Dance Theory and Literacy Reflection on own dance experiences		Weeks 9–10		
Formal Practical Assessment <ul style="list-style-type: none"> • Dance group performance • Written paper 				
	Music <ul style="list-style-type: none"> • Duration: Meter – 2/4; 3/4; 4/4; compound duplet 6/8. • Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duplet 6/8 Pitch. • Consolidation of the construction of the major scale: C, G, D and F Major. • Reading (singing or playing) music in the keys of C, G, D and F Major 	Week 1 Week 2 Week 3 Week 4 Week 5	Unit 10: Music literacy Unit 11: Music listening Unit 12: Performing and creating music Mid-year examination	312–321 73–76 32–322 77–80 322–324 81–85

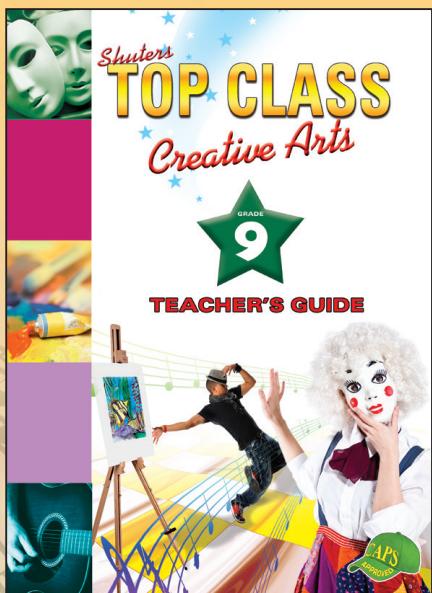
CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8
			Unit
			LB
Drama			
	<ul style="list-style-type: none"> Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills – Dialogues: Text analysis Interpretation and Performance Skills - Dialogues <ul style="list-style-type: none"> – Interpretation of character/s. Emotional connection. – Vocal and physical characterization Voice: articulation and projection exercises. Physical: physical relationships in pairs. 	Week 1	Unit 10: Dramatic skills development
Dramatic skills development		Week 2	
Interpretation and performance: Dialogues/ Dramatised Prose/Indigenous Storytelling	<ul style="list-style-type: none"> Interpretation and Performance Skills - Dialogues <ul style="list-style-type: none"> – Interaction and development of relationship. – Stage space, placing of actors and movement patterns. Voice: articulation and projection exercises. Physical: physical relationships in pairs. 	Week 3	
		Week 4	Unit 11: Dialogues, dramatized prose, indigenous storytelling
	<ul style="list-style-type: none"> Interpretation and Performance Skills - Dialogues <ul style="list-style-type: none"> – Interaction - listening and responsiveness, stay in character. – Audience contact: memorable, engaging and effective presentation. Voice: articulation and projection exercises. Physical: focus and control activities. 	Week 5	206–236
Practical examination	Individual or small group performance	Weeks 6–10	149–164
Written examination	Music terminology		

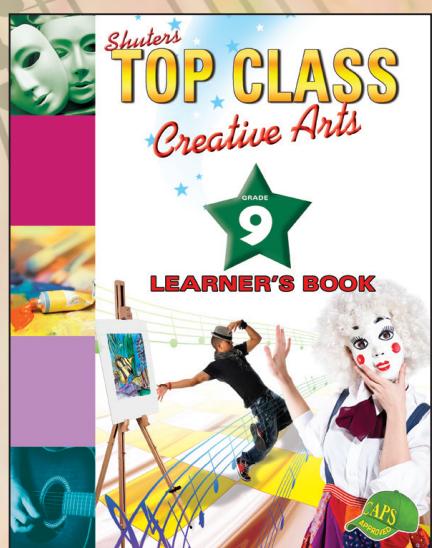
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Visual Literacy					
Visual Literacy Create in 2D and 3D	<ul style="list-style-type: none"> Do reflection & recap of previous term's concepts / skills, including any of the following activities: <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	Week 1	Visual Arts: Introduction	406–407	282–283
Create in 2D	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture.</p> <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme. Art elements: shape, line, tone, texture. Design principles: balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Weeks 2–3	Unit 15: Create in 2D: Crumpled fabric and developing drawing skills	407–411	283
Visual Literacy	<p>Create in 2D, e.g. tonal drawing of crumpled fabric/visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture.</p> <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scrapboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Week 5–8	Unit 17: Create in 2D: Make an artwork on the chosen theme	418–422	289–291
Formal Assessment	<p>Practical examination</p> <p>Written examination</p>	Weeks 9–10	Unit 18: Create in 2D: Scrapboard drawing on the chosen theme	422–426	292–295



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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
		Unit	LB TG
Dance performance	<p>Baseline Assessment: This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 8. The baseline could include the following, but is not limited to:</p> <ul style="list-style-type: none"> • Questionnaire about the importance and purpose of a warmup and cool down, understanding posture and alignment. • Identifying dance practical activities with visual aids: spinal roll, spotting, articulation of the feet and ankles. • Mind maps on: Code of Conduct, control, floor work, dance elements – time, space, symmetry, patterning, force, etc. • Educational and online games. • Worksheets or diagrams. • Class discussions – verbal question and answer or group discussions. 	Weeks 1–3	1
Dance theory and literacy		Dance: Introduction	1–3

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
			LB TG
Dance performance Dance improvisation and composition	<ul style="list-style-type: none"> Dance Performance <ul style="list-style-type: none"> Dance Conventions: greeting and use of space. Warm Up: spinal warm up, arm swings/reaches. Floor Work: core stability exercises for back and abdominal muscles - rounding and lengthening of the spine and side bends. Cooling down through relaxation exercises. 	Week 3	Unit 1: Dance performance 2–25 4–17
Dance theory and literacy	<p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> Exploration of natural gestures. <p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> Importance of good posture and alignment. 		
Dance performance Dance improvisation and composition	<ul style="list-style-type: none"> Dance Conventions: continues with focus on class discipline and respect. Warm Up: continues by adding lunges. Leg muscles and joint strengthening and mobility: knee bends and rises in parallel. Cooling down with relaxation imagery. 	Week 4	
Dance theory and literacy	<p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> Continues by varying gestures through exaggeration, slow motion and repetition. 		Unit 2: Improvisation and composition 26–30 18–19
Dance performance Dance improvisation and composition	<ul style="list-style-type: none"> Dance performance Warm Up: continuously build onto a warmup routine - including spinal warm up, arm swings, reaches, lunges and side bends. Leg muscles and joint strengthening and mobility: continue in a turned-out position. Feet warm up Cooling down with added slow stretching. 	Week 5	
	<p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> Composition structures: beginnings and endings, repetition and stillness. 		Unit 3: Dance theory and literacy 31–34 20–27

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Dance performance	<ul style="list-style-type: none"> • Warm Up: add knee bends and rises in parallel and turned out positions, use combinations of locomotor steps, moving in space and changing direction. • Feet warm up: adding small jump sequences. • Cooling down with relaxation imagery and slow stretching. 	Week 6	
Dance performance	Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of a sequence in pairs (if possible), based on gestures with a clear beginning and ending. 		
Dance improvisation and composition	Dance Theory and Literacy <ul style="list-style-type: none"> • Dance terminology • Use of core and spine. 		
Dance theory and literacy	<ul style="list-style-type: none"> • Warm Up: routine is established. • Leg muscles and joint strengthening and mobility: consolidation of previous week's exercises. • Feet warm up: consolidation of previous week's exercises. • Cool down with relaxation imagery and slow stretches. 	Week 7	
Dance performance	Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of a sequence continues by adding repetition and stillness. 		
Dance improvisation and composition	Dance Theory and Literacy <ul style="list-style-type: none"> • Dance terminology • Use of safe landings. 		
Dance performance	Dance Performance <ul style="list-style-type: none"> • Preparation towards the FAT (Formal Assessment Task). 	Week 8	
Formal Practical Assessment	Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of a sequence in partners (if possible), based on gestures: clear beginning and ending, repetition and stillness. 	Weeks 9–10	

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
		Unit	LB TG
	Music		
Baseline assessment	<p>Duration</p> <ul style="list-style-type: none"> Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. Consolidation of 2/4, 3/4, 4/4, 6/8. <p>Music terminology</p> <ul style="list-style-type: none"> Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo. <p>Pitch</p> <ul style="list-style-type: none"> Consolidation of the construction of the major scale: C, G, D and F major. Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: strings 	Weeks 1–2	
	<p>Pitch</p> <ul style="list-style-type: none"> Ledger lines Intervals on i, iv and v (closed position) <p>• Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:</p> <ul style="list-style-type: none"> – Strings – Woodwind 	Unit 1: Music literacy	226–238 167–174
Music Literacy	Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:	Week 3	
Music Listening	• solo vocal works		
Performing and creating music	<p>Pitch</p> <ul style="list-style-type: none"> Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: <ul style="list-style-type: none"> – Woodwind 	Week 4	239–245 175–179
	Group or solo performances from the standard repertoire of Western/African/ Indian/popular musical styles:		
	• solo instrumental works		

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<ul style="list-style-type: none"> Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: <ul style="list-style-type: none"> Brass 	Week 5		
<ul style="list-style-type: none"> Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: <ul style="list-style-type: none"> choral works Music terminology: Tempo: allegro; andante, allegretto, largo. Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: <ul style="list-style-type: none"> Brass 	Week 6	<p>Group or solo performances from the standard repertoire of Western/ African/ Indian/popular musical styles:</p> <ul style="list-style-type: none"> group instrumental works 	
<ul style="list-style-type: none"> Music terminology: Articulation: legato, staccato. Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: <ul style="list-style-type: none"> Percussion Write own music in group and solo context by rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given. Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: <ul style="list-style-type: none"> Percussion Write own music in group and solo context by rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given. 	Week 7	<p>Unit 3: Performing and creating music</p>	180–184
Formal Assessment	Practical listening activity	Weeks 9–10	

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Drama					
	<ul style="list-style-type: none"> Voice: relaxation - restful alertness and breathing exercises. Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities. 				
	Research for short improvisation: <ul style="list-style-type: none"> Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion. 	Weeks 1–2	Unit 1: Dramatic skills development	106–114	93–96
	Media <ul style="list-style-type: none"> Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures. 				
Dramatic skills development	<ul style="list-style-type: none"> Voice: relaxation - restful alertness and breathing exercises. Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities. 		Unit 2: Drama elements in playmaking	114–121	97–101
Drama elements in playmaking	<ul style="list-style-type: none"> Create short improvisation reflecting cultural practices; Develop structure for performance: plot, characters, time, place, space and audience. Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies, symbols, etc. 	Week 3			
Media	<ul style="list-style-type: none"> Use film, television, soap opera, radio, or the internet to explore and discuss the positive and negative effects of media on different cultures. Integrate ideas and opinions into the classroom drama. 		Unit 3: Appreciation and reflection	121–123	102–103

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<ul style="list-style-type: none"> Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities. 	<p>Develop improvisation:</p> <ul style="list-style-type: none"> Character: physical and vocal characterisation – language and appropriate register. 	Week 4	
<ul style="list-style-type: none"> Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position) and body as an instrument of expression activities. 	<p>Develop improvisation:</p> <ul style="list-style-type: none"> Audibility of spoken dialogue. 	Week 5	
<ul style="list-style-type: none"> Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities. 	<p>Develop improvisation:</p> <ul style="list-style-type: none"> Dramatic tension: in the plot, within a person, between people/groups of people, between people and the environment. 	Week 6	<p>Unit 4: Media</p>
<ul style="list-style-type: none"> Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities. 	<p>Develop improvisation:</p> <ul style="list-style-type: none"> Sustaining dramatic tension. 	Week 7	
<p>Formal assessment</p>	<ul style="list-style-type: none"> Improvised drama Recording/filming of improvised drama 	Weeks 8–10	

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
		Unit	LB TG
Visual Arts			
	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> • practical art activities (exercises) exploring different art elements and design principles. • classroom discussion (verbal questions and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. • a quiz, online game/competition. • create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. • worksheets. <p>Create in 2D and 3D (baseline and orientation)</p>	Week 1	
	<p>Consolidation and Introductory activities to prepare for creative work in Term 1:</p> <ul style="list-style-type: none"> • Visual literacy: Observe and discuss visual stimuli like photographs and real objects to identify and name Art Elements and Design Principles in compositions. <p>Create in 2D:</p> <ul style="list-style-type: none"> • Drawing and painting with extended use of media and techniques. • Art elements: (same as before but include analogous / related colour). • Design principles. 	Week 2	316–317 Visual literacy: Introduction 228–229
	<p>Drawing and painting: Creative interpretation of a Portrait of another - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> • Art elements and design principles: use in own work. • Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation. • Emphasis on the personal expression, observation, and interpretation of the portrait. <p>Understanding and recognition of images expressed in words express, identify / name, question and reflect through looking, listening and talking about portraits.</p>	Week 3	Unit 2: Create in 2D: Painting portraits 323–329 234–237
Visual Literacy	Unit 1: Visual Literacy: Talking about portraits	Week 4	317–323 230–233

CREATIVE ARTS Term 1

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<p>• Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles</p> <p>• Interpret, analyse and recognise symbolic language with reference to:</p> <ul style="list-style-type: none"> – portraits – the role of the artist • Similarities and differences, respect and understanding of self and community; the arts as heritage. • Looking, listening, and talking about role of artist as contributor, observer, and social commentator in local society. 	<p>Week 5</p> <p>Unit 2: Create in 2D: Painting portraits</p>	<p>323–329</p> <p>234–237</p>	<p>Week 8</p> <p>Unit 4: Visual Literacy: Developing research skills</p>	<p>339–341</p> <p>243–244</p>
<p>Visual Literacy Create in 2D</p> <p>• Personal meaning and recognition of images regarding the role of the artist in local society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols.</p> <p>• Research: artist / artwork / style using various sources: books, libraries, internet, etc.</p> <p>• Formal written response.</p> <p>• Emphasis on the learner's personal expression and interpretation.</p>	<p>Week 6</p> <p>Unit 3: The artist and society</p>	<p>329–338</p> <p>238–242</p>	<p>Week 7</p> <p>Unit 2: Create in 2D: Painting portraits</p>	<p>323–329</p> <p>234–237</p>
<p>Visual Literacy Formal Practical Assessment (2D)</p> <p>• Drawing and painting: Creative interpretation of a self-portrait - exploring a variety of media and techniques</p> <p>• Art elements and design principles: use in own work</p> <p>• Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation.</p> <p>• Emphasis on the personal expression, observation, and interpretation of the self- portrait.</p>	<p>Week 7</p>	<p>323–329</p> <p>234–237</p>	<p>Week 8</p> <p>Unit 4: Visual Literacy: Developing research skills</p>	<p>339–341</p> <p>243–244</p>

CREATIVE ARTS Term 1

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9	Unit	LB	TG
Visual Literacy Create in 2D	<ul style="list-style-type: none"> Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles Interpret, analyse and recognise symbolic language with reference to: <ul style="list-style-type: none"> self-portraits the role of the artist Similarities and differences, respect and understanding of self and the wider community; the arts as heritage The role of the artist in global society: role of artist as contributor, observer, and social commentator in wider society. 	Week 9				
Visual Literacy	<ul style="list-style-type: none"> Personal meaning and recognition of images regarding the role of the artist in global society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols. Research: artist / artwork / style using various sources: books, libraries, internet, etc. 	Week 10	Unit 5: Visual Literacy: Presenting your findings	342–344	244–246	
Formal Practical Assessment (2D)	<p>Formal written response</p> <ul style="list-style-type: none"> Emphasis on the learner's personal expression and interpretation. Class presentations about the role of the artist in global society (could be group work). 					

CREATIVE ARTS Term 2

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Dance	
Dance performance	<p>Dance Performance Dance Conventions: consolidation of Term 1 work.</p> <ul style="list-style-type: none"> • Warm Up: consolidate Term 1 routine. • Floor Work: revise core stability for strengthening back and abdominal muscles, focusing on breathing. • Leg muscles and joint strengthening and mobility: outward rotation of the hips; range of movements in the hip joint – brushes and kicks. • Turns: on the spot, with eye focus. • Cooling down with slow, safe stretching as in Term 1, with focus on breathing.
Dance theory and literacy	<p>Dance Theory and Literacy • Revision of Term 1 work. <i>Code of Conduct</i> refers to class posters and workbooks.</p>
Dance performance	<p>Dance Performance</p> <ul style="list-style-type: none"> • Warm Up: continue by focusing on safe dance practice, place knees over middle toes during bend exercises. • Floor Work: add flowing movements and lengthening from a strong centre.
Dance improvisation and composition	<p>Dance Performance</p> <ul style="list-style-type: none"> • Leg muscles and joint strengthening and mobility: add balancing on one leg. • Turns: on the spot, add travelling with eye focus. • Cooling down with safe and slow stretching. <p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> • Explore relationships (work in pairs): meeting and parting, call and response, blind and guide, positive and negative shapes, giving and receiving weight.
Dance theory and literacy	<p>Dance Theory and Literacy • Dance terminology – names of steps, dance elements (time, space, force).</p>
	<p>Weeks 1–2</p> <p>Dance: Introduction</p> <p>35</p> <p>28–29</p>
	<p>Weeks 3–4</p> <p>Unit 4: Dance performance</p> <p>35–51</p> <p>30–41</p>

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
			TG
		Unit	LB
Dance performance	<ul style="list-style-type: none"> • Warm Up: add focus on placement of feet and arms. • Leg muscles and joint strengthening and mobility; knee bends with coordinating arms and transfer of weight at a slow pace with control and balance. • Articulation of feet: small jump sequences with change of direction. • Learning dance steps and style of an indigenous South African dance. • Cooling down with safe and slow stretching. 	Weeks 5–6	<p>Unit 5: Improvisation and composition</p> <p>52–64</p> <p>42–49</p>
Dance theory and literacy	<p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology – names of steps as covered in the practical components. • Discussions on the South African Indigenous dance presented in the practical component. 		
Dance performance	<ul style="list-style-type: none"> • Warm Up: continues with focus on the use of a strong, lifted centre. • Articulation of feet: continue small jump sequences with changes of direction. • Learning dance steps and style of an Indigenous South African dance. • Cooling down with safe and slow stretching. 	Weeks 7–8	<p>Unit 6: Dance theory and literacy</p> <p>65–67</p> <p>50–54</p>
Dance improvisation and composition	Dance Improvisation and Composition		
Dance theory and literacy	<p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology - names of steps as covered in the practical components. Dance elements such as time, space and force. 		

CREATIVE ARTS Term 2

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Dance Performance	Preparation towards the FAT (Formal Assessment Task). <ul style="list-style-type: none">• Warm up routine• Floor work• Leg muscles and joint strengthening and mobility• Turns• Articulation of feet• Dance steps from an Indigenous South African dance• Cool down	Week 9	
Dance Improvisation and Composition	<ul style="list-style-type: none">• Composition structures exploring relationships in dance.		
Dance Theory and Literacy	<ul style="list-style-type: none">• Consolidate and complete all work in preparation of written assessment.		
Formal assessment	Practical assessment: Dance group performance Written assessment	Weeks 10–11	

CREATIVE ARTS Term 2

Topic	Content	Time allocation		Where to find it in Top Class Creative Arts Grade 9		
		Unit	Unit	LB	TG	
Music						
	<ul style="list-style-type: none"> Duration and pitch: Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm, making use of the note values learned. Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Music Terminology: Revised music terminology. Key signatures of C, G, D and F Major. Ledger lines Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Music Terminology: Revised music terminology. Key signatures of C, G, D and F Major. Triads on I, IV and V (close position). Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Music Terminology: Revised music terminology. Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz. Write own impression of the music focusing on the artist/s. Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz. Write own impression of the music focusing on the special features of the music regarding rhythm and tempo. Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz. Write own impression of the music focusing on the special features of the music regarding instruments and voices. Creating own music in group and solo context: Adding music to words (two lines). Creating own music in group and solo context: adding music to words (two lines). 	Week 1	Unit 4: Music literacy Unit 5: Music listening	298–304 268–269	186–196 196–197 268–269	
Music Literacy		Weeks 2–3				
Music Listening		Week 4				
Performing and Creating Music		Week 5				
		Week 6	Unit 6: Performing and creating music	269–277	223–227	
Formal assessment	Practical performance Mid-year examination	Weeks 9 10–11				

CREATIVE ARTS Term 2

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Drama	
<ul style="list-style-type: none"> Voice: relaxation, breathing and tone exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. <p>Interpretation and Performance Skills – Dramatised Prose</p> <ul style="list-style-type: none"> Text analysis – expressing piece in own words. <p>Media</p> <ul style="list-style-type: none"> Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: stock characters and typecasting. Voice: relaxation, breathing and tone exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. <p>Dramatic skills development</p> <p>Interpretation and performance</p>	<p>Week 1</p> <p>Unit 5: Dramatic skills development</p> <p>126–136</p> <p>Unit 6: Interpretation and performance of a choice of dramatic forms</p> <p>137–168</p> <p>110–128</p>
<p>Dramatised prose/ Monologue/Media</p>	<p>Week 2</p> <p>Media</p> <ul style="list-style-type: none"> Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: age, gender, status and culture. Voice: breathing, tone and resonance exercises. Physical: posture, focus and control activities. <p>Interpretation and Performance Skills - Dramatised Prose</p> <ul style="list-style-type: none"> Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement. <p>Media</p> <ul style="list-style-type: none"> Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: discrimination and prejudice.
	<p>Week 3</p> <p>Unit 7: Media</p> <p>168–175</p> <p>129–132</p>

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9	Unit	LB	TG
	<ul style="list-style-type: none"> • Voice: breathing, tone and resonance exercises. • Physical: explore movement dynamics and visualisation activities. 					
	<ul style="list-style-type: none"> • Interpretation and Performance Skills - Dramatised Prose Integrating verbal characterisation and physical expressiveness - appropriate use of movement and/or stillness. • Voice: articulation, breathing and resonance exercises. • Physical: focus, control and visualisation activities. 	Week 4				
	<ul style="list-style-type: none"> • Interpretation and Performance Skills - Dramatised Prose Narrative Technique - vocal and physical. • Audience contact - memorable, engaging and effective presentation. • Voice: articulation, breathing and resonance exercises. • Physical: focus, control and visualisation activities. 	Week 5				
	<ul style="list-style-type: none"> • Interpretation and Performance Skills - Dramatised Prose Rehearsal towards performance. • Voice: articulation, breathing and resonance exercises. • Physical: focus, control and visualisation activities. 	Week 6				
	<ul style="list-style-type: none"> • Interpretation and Performance Skills - Dramatised Prose Final rehearsal towards performance 	Week 7				
Formal Assessment	<p>Practical examination: Drama performance</p> <p>Written examination: Drama terminology</p>	Weeks 8–11				

CREATIVE ARTS Term 2

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Visual Arts	
Visual Literacy Create in 2D and 3D (reflection and recap)	<p>Do reflection and recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets.
Create in 3D	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Art elements and design principles. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials.
	<p>Weeks 1</p> <p>Visual Arts: Introduction</p> <p>345</p> <p>247</p> <p>Weeks 2–4</p> <p>Unit 6: Create in 3D: Sculpture in public places</p> <p>346–355</p> <p>248–253</p> <p>Weeks 5–6</p>

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9	LB	TG
	Still life to make public comment <ul style="list-style-type: none"> • Art elements and design principles. • Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation. • Observation and interpretation of the still life to make public comment. 		Unit 7: Create in 2D: Still life as public comment	355–360	254–256
Create in 2D	OR Create in 2D e.g. a logo using a South African motif <ul style="list-style-type: none"> • Art elements and design principles: to create a logo. • Lettering and design projects: experimentation with images and text. • Patternmaking – create own in collage (experiment with various repeat methods). 	Weeks 7–8	Unit 8: Create in 2D: Developing a logo	360–369	257–260
	Finalise artwork for assessment	Week 9			
Formal assessment	Practical examination	Weeks 10–11			
	Written examination				

CREATIVE ARTS Term 3

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Dance	<p>Dance Performance: Dance Conventions: consolidation of work done in Terms 1 and 2.</p> <ul style="list-style-type: none"> • Warm Up: continue developing a routine by focusing on safe dance practice and kinesthetic awareness (correct placing of body in space). • Leg Exercises: strengthening and lengthening of muscles and extending the range of movement in the joints. • Building stamina through jumps, leaps and gallops. • Cooling down with flowing lyrical movements. <p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> • Exploration of dance elements; contrasting dynamics. <p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology – in class as well as in workbook. Dance literacy - discussion of a dance live on stage, in communities, on television, or on DVD (with reference to genre, context, description of movement, accompaniment and inventiveness). 	<p>Weeks 1–2</p> <p>Unit 7: Dance performance</p>	<p>68–82</p> <p>56–64</p>
Dance performance	<p>Dance improvisation and composition</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Warm Up: add knee bends (knees over middle toe and strong core). • Leg Exercises: add low brushes and kicks. • Building Stamina through exploring combinations of large motor movements. • Cooling down through exploration of pair work (if possible). <p>Dance Improvisation and Composition</p> <ul style="list-style-type: none"> • Exploring ideas, moods and/or thoughts through movement, using different stimuli. <p>Dance Theory and Literacy</p> <ul style="list-style-type: none"> • Dance terminology – reflect on Topic 2 in workbooks. 	<p>Weeks 3–4</p>	

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
	Dance				
	Dance Performance <ul style="list-style-type: none"> • Warm Up: add rises and balances with arm coordination. • Leg Exercises: add high brushes and kicks. • Building stamina continue with varied music genres and rhythms. • Learn a short, fast dance sequence. • Cooling down with gentle stretching. Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of movement sequence based on stimulus. Dance Theory and Literacy <ul style="list-style-type: none"> • Dance terminology – reflect in workbook on composition of movement sequence as in Topic 2. Consolidate in preparation for formal assessment: <ul style="list-style-type: none"> • Warm Up: add fluidity of arms. • Leg Exercises: circular movements from the hips. • Building Stamina by adding variations in dynamics (speed, energy). • Learning a short, fast dance sequence. Give attention to quick footwork. • Cooling down with slow stretching. Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of movement sequence based on stimulus. Dance Theory and Literacy <ul style="list-style-type: none"> • Comparison between two dance forms in South Africa: origin, culture, type of movements. 	Weeks 5–6	Unit 8: Improvisation and composition 82–91	65–71	
	Dance performance	Dance Performance Preparation towards the FAT. <ul style="list-style-type: none"> • Dance Improvisation and Composition • Composition of movement sequence based on stimulus. 	Week 9	91–94	72–76
	Dance improvisation and composition	Dance performance	Weeks 10–11		
	Formal Assessment				

CREATIVE ARTS Term 3

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Music					
	<ul style="list-style-type: none"> Duration and pitch: Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt. Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Music Terminology: Revised music terminology. Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera. Sing along with one of the choruses / solos. Key signatures of C, G, D and F Major. Ledger lines Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming. Music Terminology: Revised music terminology. Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/ opera. Sing along with one of the choruses/solos. Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera. Sing along with one of the choruses/solos. Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera. Sing along with one of the choruses/solos. Adding music to words of a poem (four lines). Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera Sing along with one of the choruses/solos. Adding music to words of a poem (four lines). 	Week 1	Unit 7: Music literacy	278–290	203–209
Music Literacy		Weeks 2–4		290–292	210–211
Music Listening		Weeks 5–6	Unit 8: Music listening	290–292	210–214
Performing and Creating Music		Week 7			
Formal assessment	<ul style="list-style-type: none"> Practical performance 	Weeks 10–11	Unit 9: Performing and creating music	292–297	212–214

CREATIVE ARTS Term 3

Topic	Content		Time allocation	Where to find it in Top Class Creative Arts Grade 9	
				Unit	LB
Drama					
	<ul style="list-style-type: none"> Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. Purpose of Performance: To educate, enlighten, entertain, mobilise, inform, etc. Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. 	Week 1	Unit 8: Dramatic skills development	176–180	134–136
	<p>Improvisation</p> <ul style="list-style-type: none"> Target Audience: Age group, economic, social and political background. <p>Dramatic skills development</p> <ul style="list-style-type: none"> Voice: relaxation, breathing and resonance exercises. Physical: trust activities with partners and in small groups. <p>Drama elements in playmaking</p> <ul style="list-style-type: none"> Develop Improvisation: Most important moments/ highlights, effective words or dialogue and crucial movements. Voice: relaxation, breathing and resonance exercises. Physical: mirror work (using slow, controlled mirroring of narrative mime sequences) 	Week 2			
	<p>Improvisation</p> <ul style="list-style-type: none"> Basic Staging Conventions and Technical Resources: <ul style="list-style-type: none"> stage space placing of actors movement patterns props set pieces costume pieces 	Week 3	Unit 9: Drama elements in playmaking – a polished improvisation	180–189	237–143
		Week 4			

CREATIVE ARTS Term 3

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<ul style="list-style-type: none"> Voice: relaxation, breathing and resonance exercises. Physical: lead and follow movements in pairs, small groups and as a class. 	<p>Improvisation</p> <ul style="list-style-type: none"> Basic Staging Conventions and Technical Resources: <ul style="list-style-type: none"> audience sound basic lighting Voice: relaxation, breathing and articulation exercises. Physical: imagery to warm- up the body and explore movement dynamics. Polished Improvisation: Practise the drama and refine for final performance. 	<p>Week 5</p> <p>Unit 10: Appreciation and reflection</p> <p>190–191</p> <p>144–145</p>
<p>Practical assessment</p> <ul style="list-style-type: none"> Classroom improvised drama or Recording/filming of improvised drama 	<p>Weeks 6–8</p>	<p>Weeks 9–11</p>
<p>Visual Arts</p> <p>Do reflection and recap of previous term's concepts/skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. <p>Visual Literacy</p> <p>Create in 2D and 3D (reflection and recap)</p>	<p>Week 1</p> <p>Visual Arts: Introduction</p> <p>370–371</p> <p>261–262</p>	

CREATIVE ARTS Term 3

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
Topic	Content	Unit	LB TG
Create in 2D	<p>Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices)</p> <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scrapboard (if possible). Art elements and design principles: exploration in own scrapboard (if possible). Simple etching techniques, e.g. scrapboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. <p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. 	Weeks 2–6	<p>Unit 10: Create in 2D: Make a social comment in black and white</p> <p>376–382 265–267</p>
Visual Literacy	<p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. <p>Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices)</p> <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. Formulation of personal values and respect for the opinions and visual expression of others. 	Weeks 7–9	<p>Unit 12: Create in 2D: Your popular culture artwork</p> <p>387–391 270–273</p>

CREATIVE ARTS Term 4

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Dance	
Dance Performance <ul style="list-style-type: none"> • Dance Conventions: consolidation of work done in Terms 1 to 3. • Revise practical classwork as taught in Terms 1 to 3 by reflecting on the Term 3 Formal Practical Assessment Task. 	Dance Theory and Literacy <ul style="list-style-type: none"> • Revise dance theory and literacy of Terms 1 to 3.
Dance Performance <ul style="list-style-type: none"> • Mastery of the dance class; attention to detail, correct posture and alignment, and safe landings from aerial movements, in preparation for formal assessment. 	Weeks 1–2 Unit 10: Dance performance 95–99 78–82
Dance performance improvisation and composition Dance theory and literacy	Group/Individual dance sequence: commitment to movement focus, musicality and spatial awareness between dancer/s. Weeks 3–4 Dance Improvisation and Composition <ul style="list-style-type: none"> • Composition of a movement sequence (individual, with a partner or in a group), using a theme with a prop. Dance Theory and Literacy <ul style="list-style-type: none"> • Reflect on dance theory and literacy in workbook
	Weeks 5–6 Unit 11: Improvisation and composition 100–103 83–86
	Weeks 5–6 Unit 12: Dance theory and literacy 103–105 86–90

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
			Unit
			LB
			TG
	Dance Performance <ul style="list-style-type: none"> Practical Classwork in preparation for Formal Assessment Task. Dance Improvisation and Composition <ul style="list-style-type: none"> Movement sequence in preparation for Formal Assessment Task. Dance Theory and Literacy <ul style="list-style-type: none"> Reflection on own dance experiences and year's theory work in preparation for Formal Written Assessment 	Weeks 7–8	
Formal assessment	Practical assessment: Dance performance Written assessment	Weeks 9–10	

CREATIVE ARTS Term 4

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Music				
Revision and applying of content:				
<ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. 	Week 1	Unit 10: Music literacy	298–304	216–219
Revision and applying of content:				
<ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. 	Weeks 2–3	Unit 11: Music listening	305–308	220–222
Music Listening				
Performing and creating music				
Formal assessment	Practical performance	Written assessment	Weeks 9–10	91

CREATIVE ARTS Term 4

Topic	Content	Time allocation		Where to find it in Top Class Creative Arts Grade 9		
		Unit	LB	Unit	LB	TG
Drama						
	<ul style="list-style-type: none"> Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. <p>Interpretation and Performance Skills – Scene Work</p> <ul style="list-style-type: none"> Text analysis (dialogues from a play or a television script). Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. 	Week 1				
Dramatic skills development	<p>Interpretation and Performance Skills – Scene Work</p> <ul style="list-style-type: none"> Interpretation of character/s. Emotional connection. Vocal and physical characterization. <ul style="list-style-type: none"> Voice: intonation, tone and projection exercises. Physical: physical relationships in pairs activities. 	Week 2	Unit 11: Dramatic skills development	192–194	192–194	147–148
Interpretation and performance: Scene work (theatre/television/radio drama)	<p>Interpretation and Performance Skills – Scene Work</p> <ul style="list-style-type: none"> Interaction and development of relationships. Stage space, placing of actors and movement patterns. <ul style="list-style-type: none"> Voice: intonation, tone and projection exercises. Physical: physical relationships in pairs or larger groups activities. 	Week 3				
	<p>Interpretation and Performance Skills – Scene Work</p> <ul style="list-style-type: none"> Interaction - listening and responsiveness, stay in character. Audience contact - memorable, engaging and effective presentation. <ul style="list-style-type: none"> Voice: intonation, tone and projection exercises. Physical: status play activities. 	Week 4	Unit 12: Interpretation and performance of a choice of dramatic forms	194–220	194–220	149–160
Formal assessment	<ul style="list-style-type: none"> Interpretation and Performance Skills – Scene Work Rehearsal, preparing for final performance <p>Practical examination: Group performance</p> <p>Written examination: Drama terminology</p>	Weeks 5–10	Unit 13: Appreciation and reflection	221–224	221–224	161–163

CREATIVE ARTS Term 4

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Visual Arts	
Visual Literacy Create in 2D and 3D (reflection and recap)	<p>Do reflection and recap of previous term's concepts/skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal questions and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson worksheets.
Create in 3D	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects. Art elements and design principles: use to create puppet in 3D.
Visual Literacy	<p>Visual Literacy:</p> <ul style="list-style-type: none"> Learner's personal expression and interpretation. Global world: current events - expressed in art, craft, design, and popular culture, e.g. the ventriloquist puppet or other any type of puppet. The role of the artist in society: role of artist as contributor, observer, and social commentator in wider society.

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
			LB TG
	<p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects. Art elements and design principles: use to create puppet in 3D. Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques). Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources. 	Week 3	<p>Unit 393–397</p> <p>Puppetry, ventriloquists and current events 275–276</p>
	<p><i>Visual Literacy: Continue from previous week</i></p> <p>Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary</p> <ul style="list-style-type: none"> Art elements and design principles: use to create puppet in 3D. Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques). Spatial awareness: conscious experience of working with shapes in the construction of a puppet. Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources. 	Weeks 4–5	<p><i>Unit 13: Visual literacy:</i> <i>Puppetry, ventriloquists and current events</i> 393–397</p> <p><i>Visual Literacy: Continue from previous week.</i></p>

CREATIVE ARTS Term 4

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<p>Create in 2D e.g. life drawing of model</p> <ul style="list-style-type: none"> • Art elements and design principles: use in life drawing of model. • Drawing and painting: exploring a variety and combination of mixed media. • Emphasis on the observation and interpretation of the model. • Variation of paper size and format: encourage working in different scale and degrees of detail. <p>Or</p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> • Art elements and design principles: appropriate choice and use. • Drawing and painting: exploring a variety and combination of mixed media. • Possible inclusion of lettering and design projects, patternmaking. • Emphasis on the interpretation of own belonging in the global world. 	<p>Week 6</p> <p>Unit 15A: Create in 2D: Life drawing with written reflection</p> <p>403–406</p> <p>280–289</p> <p>OR</p> <p>Unit 15B: Create in 2D: Global theme</p> <p>407–411</p>
<p>Create in 2D</p> <p>Weeks 7–8</p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> • Art elements and design principles. • Drawing and painting: exploring a variety and combination of mixed media. • Emphasis on the observation and interpretation of the model. • Deepen and extend various approaches to drawing: line, tone, texture; mark-making. <p>Or</p> <p>Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world</p> <ul style="list-style-type: none"> • Art elements and design principles. • Drawing and painting: exploring a variety and combination of mixed media. • Possible inclusion of lettering and design projects, patternmaking. • Emphasis on the interpretation of own belonging in the global world. 	

CREATIVE ARTS Term 4

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9
		Unit	LB TG
Formal Assessment	Create in 2D Complete and exhibit artwork for formative assessment. Written examination	Weeks 9–10	

PROGRAMME OF ASSESSMENT

Dance • Grade 7		
Term	Assessment task	Page reference
1	Dance performance	See TG page x
2	Dance performance	
	Written task	
3	Dance performance	
4	Dance performance	See TG page x
	Written task	

Music • Grade 7		
Term	Assessment task	Page reference
1	Music performance	See TG page x
2	Music performance	
	Written task	
3	Music performance	
4	Music performance	See TG page x
	Written task	

Drama • Grade 7		
Term	Assessment task	Page reference
1	Drama performance	See TG page x
2	Drama performance	
	Written examination	
3	Drama performance	
4	Drama performance	See TG page x
	Written examination	

Visual Arts • Grade 7		
Term	Assessment task	Page reference
1	3D artwork	See TG page x
2	2D artwork	
	Written examination	
3	2D artwork	
4	3D artwork	See TG page x
	Written examination	

PROGRAMME OF ASSESSMENT

Dance • Grade 8		
Term	Assessment task	Page reference
1	Dance performance	See TG page x
2	Dance performance	
	Written task	
3	Dance performance	
4	Dance performance	See TG page x
	Written task	

Music • Grade 8		
Term	Assessment task	Page reference
1	Listening activity	See TG page x
2	Mid-year examination	
	Written task	
3	Listening activity	
4	Musical performance	See TG page x
	End-of-year examination	

Drama • Grade 8		
Term	Assessment task	Page reference
1	Drama performance	See TG page x
2	Drama performance	
	Written examination	
3	Drama performance	
4	Drama performance	See TG page x
	Written examination	

Visual Arts • Grade 8		
Term	Assessment task	Page reference
1	3D artwork	See TG page x
2	3D artwork	
	Written examination	
3	2D artwork	
4	2D artwork	See TG page x
	Written examination	

PROGRAMME OF ASSESSMENT

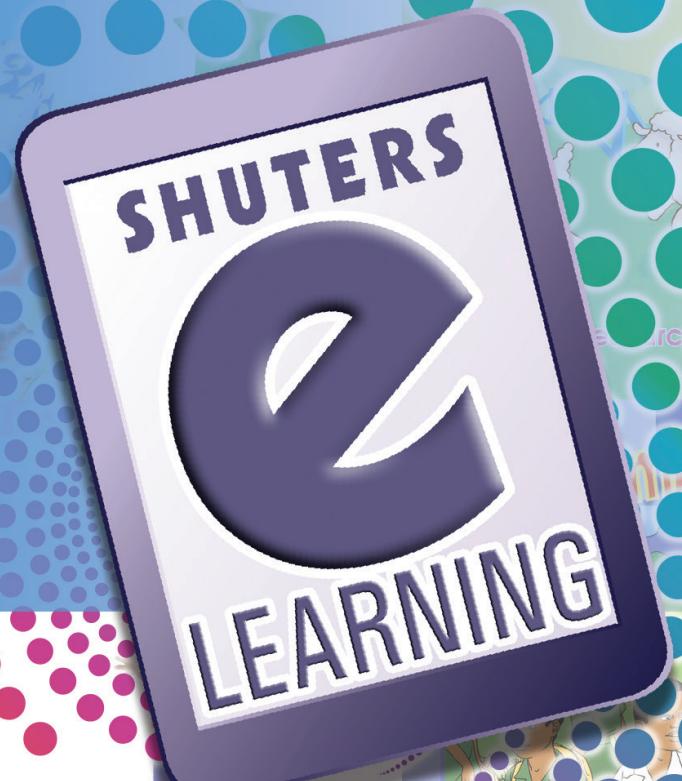
Dance • Grade 9		
Term	Assessment task	Page reference
1	Dance performance	See TG page x
2	Dance performance	
	Written task	
3	Dance performance	
4	Dance performance	See TG page x
	Written task	

Music • Grade 9		
Term	Assessment task	Page reference
1	Listening activity	See TG page x
2	Mid-year examination	
	Written task	
3	Listening activity	
4	Musical performance	See TG page x
	End-of-year examination	

Drama • Grade 9		
Term	Assessment task	Page reference
1	Drama performance	See TG page x
2	Drama performance	
	Written examination	
3	Drama performance	
4	Drama performance	See TG page x
	Written examination	

Visual Arts • Grade 9		
Term	Assessment task	Page reference
1	3D artwork	See TG page x
2	3D artwork	
	Written examination	
3	2D artwork	
4	2D artwork	See TG page x
	Written examination	

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MY NOTES

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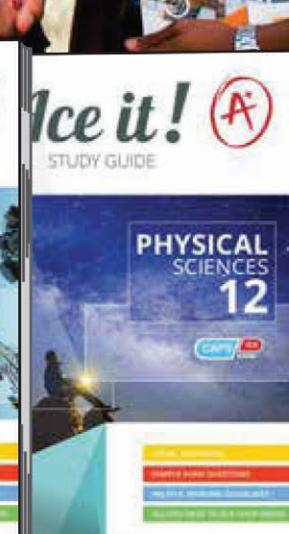
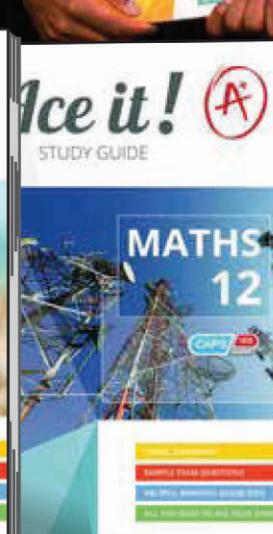
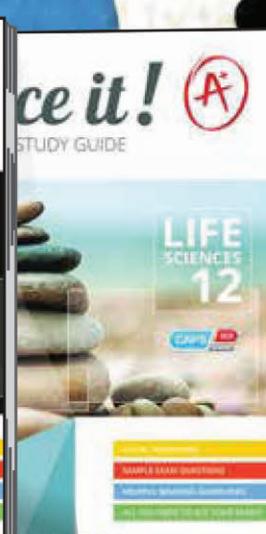
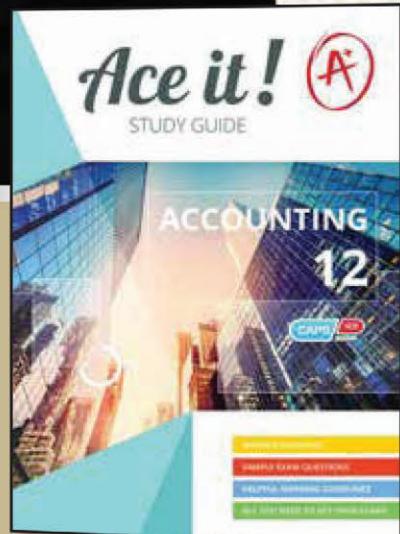
8-12

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