

2023

Annual Teaching Plans **CREATIVE ARTS**

Senior Phase



Shuter & Shooter
PUBLISHERS (PTY) LTD



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Shuters Academy

EMPOWERING TOP CLASS TEACHERS

The Shuters Academy was established in 2016 in response to the increasing need for quality Continuous Professional Teacher Development. We are an accredited training provider and our accreditation allows us to conduct either in-person or online training, depending on our client's needs.

- ETDP SETA Accreditation number – ETDP010941
- SACE Provider number – PR 12058

The Shuters Academy is able to provide training in all nine provinces across South Africa. Teachers can earn SACE Continuous Professional Teacher Development points for all our training. We have in excess of 55 learning programmes/workshops available, which are delivered by well-qualified and experienced trainers/facilitators. All learning material is provided to participants during our training.

Our training focuses on most school subjects and covers teaching, learning and assessment methodology as well as effective classroom practice. We also have training programmes/workshops that focus on school and classroom management.

Besides training, the Shuters Academy also offers General Education Project Management in the following areas:

- Needs and impact analysis
- Strategic planning
- Learner support programmes
- Teacher mentoring and coaching
- Individualised training programmes according to identified needs

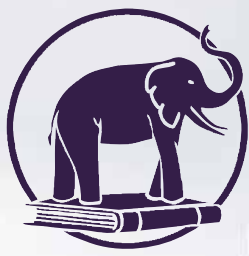
The following are our ETDP SETA accredited learning programmes that are offered as both in-person or online programmes:

- Conduct Outcomes-Based Assessment: Unit Standard – 115753 Level 5 (15 Credits)
- Conduct Moderation of Outcomes-Based Assessment: Unit Standard – 115759 Level 6 (10 Credits)
- Facilitate Learning Using a Variety of Given Methodologies: Unit Standard – 117871 Level 5 (10 Credits)

For more information regarding our training offering please contact:

Vickesh Thandray - (vickesh@shuters.com).





Shuter & Shooter

PUBLISHERS (PTY) LTD

SHUTER & SHOOTER PUBLISHERS (PTY) LTD is a proudly South African publishing company. Established as a bookstore almost 100 years ago, we began publishing IsiZulu novels, poetry and textbooks from the early 1930s.

Since then, we have been successfully producing quality literature and educational materials in all of the South African official languages, as well as for the core schools curriculum.

OUR CORE BUSINESS IS EDUCATION

SHUTER & SHOOTER PUBLISHERS (PTY) LTD publishes over 950 CAPS-approved titles on the Department of Basic Education's national textbook catalogue, as well as an extensive range of supplementary educational materials. After much research and development, we have also added e-learning to our impressive stable of learning and teaching support material.

2017 saw the launch of our exciting new study guide series – *Ace It!* A unique series that focuses on the different ways in which learners learn, *Ace It!* includes study tips for each learning style to help learners excel in their year-end exams.

In 2018 we published our first TVET title and have since produced titles in over 15 subject areas.

In 2018, Shuter & Shooter concluded a landmark transaction with the Zungu Investments Company (ZICO) which saw the company become one of the largest 100% black-owned educational publishers in South Africa.



INTRODUCTION

Shuter & Shooter is committed to serving the educational needs of a changing South Africa.



- We develop and publish educational material.
- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

Shuter & Shooter is proud to be 100% South African, 100% black-owned and a Level 1 BBBEE company. Please support more local publishers like Shuter & Shooter.



Our products include:

- Textbooks
- Teacher Guides
- Workbooks
- Study Guides
- Core Readers
- Graded Readers
- Phonics Reading Schemes
- TVET Materials
- Dictionaries
- Atlases
- Wall Charts
- Educational Toys and Puzzles
- Reference Books
- E-Books
- Digital Learning Resources

We are also proud to be an accredited training provider, registered with the ETDP SETA and SACE.

Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

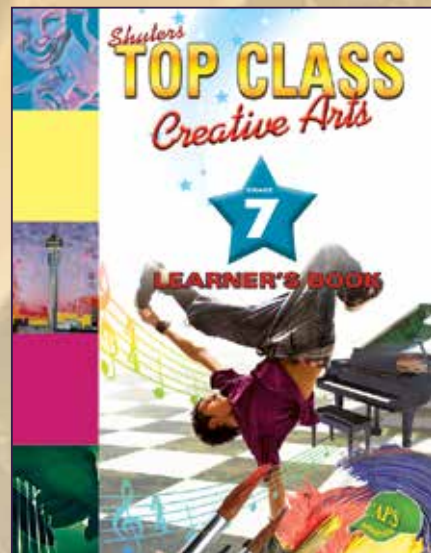
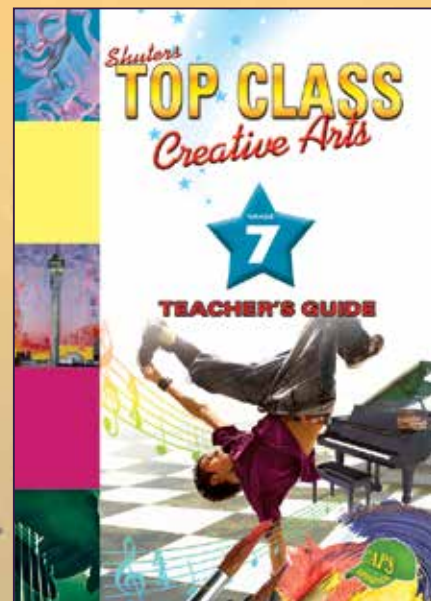
Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7			
			Unit	LB	TG	
Dance Theory and Literacy	Dance					
	Baseline assessment: - 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 conventions: - 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. - Cooling down with focus on posture & alignment.	Week 3	Unit 1: Dance performance	8–18	3–15	
	Dance Theory and Literacy: Importance of warm up	Week 4	Unit 1: Dance performance	8–18	3–15	
	Dance conventions: - 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. - Cooling down safely.		Unit 2: Dance improvisation and composition	18–22	15–19	
	Dance improvisation and composition: Exploring elements of dance: use of space, time and energy		Unit 3: Dance theory and literacy	24–25	20–22	
	Dance theory and literacy: - Dance terminology - Importance of good posture and alignment					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Dance Theory and Literacy	Dance				
	- 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. - Cooling down with slow stretching. Dance Improvisation and Composition Continues, add exploring with relationships	Week 5	Unit 1: Dance performance	8–18	3–15
			Unit 2: Dance improvisation and composition	18–22	15–19
		- Warm up continues by exploring various levels. - Joint mobility: add outward rotation. - Small jumps add simple locomotor across space. - Cooling down with safe, slow stretching 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
	Unit 2: Dance improvisation and composition			18–22	15–19
	Dance Theory and Literacy: - Dance terminology. - Elements of space and time.		Unit 3: Dance theory and literacy	24–25	20–22
	Dance Performance: - 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. - Cooling down with safe, slow stretching. 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	8–18	3–15
			Unit 2: Dance improvisation and composition	18–22	15–19
		Dance Theory and Literacy: - Dance terminology. - Elements of Dance. As explored in Dance Improvisation and Composition.	Unit 3: Dance theory and literacy	24–25	20–22

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	Dance Performance: - 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	8–18	3–15
			Unit 2: Dance improvisation and composition	18–22	15–19
			Unit 3: Dance theory and literacy	24–25	20–22
	Formal Practical Assessment Task: Dance performance	Weeks 9–11	Unit 2: Dance improvisation and composition	22–23	15–19
Music					
Baseline assessment	- Treble clef - Letter names of notes on the treble clef - Duration – concepts of all note values: - semibreve - minim - crotchet - quaver - semi-quaver - Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers.	Week 1	Music: Introduction	183–184	130–133

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
	Music				
Music literacy Music listening Performing and creating music	- Treble clef - Letter names of notes on the treble clef - Duration – concepts of all note values: – semibreve – minim – crotchet – quaver – semi-quaver - Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers. Pitch: - Sight singing melodic phrases from known and unknown songs using ionic sol-fa.	Weeks 2–3	Unit 1: Music literacy	185–196	134–143
	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). Pitch: - 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	Weeks 4–5			
	- 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. - 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.	Weeks 6–7	Unit 2: Music listening	200–201	144

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Music					
Music literacy	- Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments. - Playing music from graphic scores - Creating instrumental music in group and solo context using: - Rhythmic repetition through clapping or drumming. - Rhythmic question and answer through clapping or drumming	Weeks 8–9	Unit 1: Music literacy	196–200	134–143
Music listening					
Performing and creating music	- Practical Music Performance - Group and solo performances of music created using all concepts during first term.	Weeks 10–11	Unit 3: Performing and creating music	201–209	145–151
Drama					
Dramatic skills development Playmaking (improvised drama)	- 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.	Week 1	Unit 1: Dramatic skills development	91–93	68–74
			Unit 2: Drama elements in playmaking	103–108	75–83
	- 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.	Week 2	Unit 1: Dramatic skills development	93–95	68–74
			Unit 2: Drama elements in playmaking	108–110	75–83
	- Voice: relaxation, breathing and resonance exercises. - Physical: use imagery to warm-up the body. - Shape and develop scenes – using tableaux.	Week 3	Unit 1: Dramatic skills development	91–95	68–74
			Unit 2: Drama elements in playmaking	110–111	75–83

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 7</i>		
			Unit	LB	TG
Drama					
Dramatic skills development Playmaking (improvised drama)	• Voice: relaxation, breathing and articulation exercises. • Physical: explore movement dynamics. • Develop characters, space, theme and message of drama.	Week 4	Unit 1: Dramatic skills development	96–98	68–74
			Unit 2: Drama elements in playmaking	110–111	75–83
	• 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.	Week 5	Unit 1: Dramatic skills development	91–100	68–74
			Unit 2: Drama elements in playmaking	110–111	75–83
	• 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 to 11).	Week 6	Unit 1: Dramatic skills development	91–102	68–74
			Unit 2: Drama elements in playmaking	111–113	75–83
Careers	• Research careers of actors/dancers/ singers/clowns/ stand-up comedians. • Rehearse improvised drama for assessment.	Week 7	Unit 3: Careers	114	84
	• Present /submit (video/written/audio/electronic – website/ PowerPoint) research careers of actors/dancers/ singers/clowns/stand-up comedians. • Rehearse improvised drama for assessment.	Week 8	Unit 3: Careers	114	84
Formal Practical Assessment	• Classroom improvised drama • Recording/filing of improvised drama	Weeks 9–11	Unit 2: Drama elements in playmaking	104	75–83

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 7</i>		
			Unit	LB	TG
Visual Arts					
Visual Literacy Create in 2D and 3D (Baseline and orientation)	- Do a baseline assessment: could include, but not limited to any of the following activities: - 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	263	188–189
	Consolidation and introductory activities to prepare for creative work in Term 1: - Visual literacy: Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. - Create in 2D & 3D, simple paper construction: - 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 2			
Create in 2D	Weeks 3–4: Two-week process towards 2D Visual Arts product. Drawing and painting: exploring a variety of media and techniques - 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

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7			
			Unit	LB	TG	
Visual Arts						
Visual Literacy	• 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 in 2D	Weeks 5–6: Two-week process towards 2D Visual Arts product. Drawing and painting: exploring a variety of media and techniques • 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)	• 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	Weeks 7–8: Two-week process towards 3D Visual Arts product. Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques • 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	

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Visual Arts					
Visual Literacy	• 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.	Week 8	Unit 4: Visual literacy: Comparing sculptures of musicians	280–282	202
Create in 3D	Weeks 9–11: Two-week process towards 3D Visual Arts product. 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	Week 9	Unit 3: Create in 3D: Mask making	276–279	200–201
Visual Literacy Formal Practical Assessment (3D)	• 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.	Weeks 10–11	Unit 5: Create in 3D: Model your own musician in clay	282–284	202–204

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. • 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). • Cooling down: with slow safe stretching.	Week 1	Unit 4: Dance performance	27–33	24–31
Dance Theory and Literacy	Dance Theory and Literacy • Dance terminology • Importance of Cooling Down.		Unit 6: Dance theory and literacy	48	35–37
Dance Performance	Dance Performance • 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. • Cooling down: continues with focus on breathing using good posture & alignment.	Weeks 3–4	Unit 4: Dance performance	33–39	24–31
Dance Improvisation and Composition	Dance Improvisation and Composition • Improvise using element of force: flow of energy.		Unit 5: Dance improvisation and composition	42–43	32–34
Dance Theory and Literacy	Dance Theory and Literacy • Dance terminology • Element of force energy.		Unit 6: Dance theory and literacy	48	35–37

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
	Dance				
Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance - 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. - Cooling down: Stretching focusing on relaxation and breathing. Dance Improvisation and Composition - Improvise using element of force: opposites (smooth & jerky movements). Dance Theory and Literacy - Dance terminology - Importance of spotting during turning movements.	Weeks 5–6	Unit 4: Dance performance	39–41	24–31
			Unit 5: Dance improvisation and composition	42–43	32–34
			Unit 6: Dance theory and literacy	48	35–37
			Unit 4: Dance performance	27–41	24–31
Dance Theory and Literacy	Dance Performance - 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 - Improvisation with focus on relationships to floor, other dancers & props. Dance Theory and Literacy - Dance terminology – in class as well as in workbook. - Reflect on working with others.	Weeks 7–8	Unit 5: Dance improvisation and composition	42–43	32–34
			Unit 6: Dance theory and literacy	48	35–37

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Dance					
Dance Performance	- Preparation towards the Formal Assessment Task - Practise the practical class work for the Formal Assessment Task. - Warm up - Floor work - Turns - Jumps - Short movement sequence - Cool down	Weeks 9–10	Unit 5: Dance improvisation and composition	43–47	32–34
Dance Improvisation and Composition	Dance Improvisation and Composition - Exploring the elements of times, space and force (Terms 1 and 2).		Unit 5: Dance improvisation and composition	42–43	32–34
Dance Theory and Literacy	Dance Theory and Literacy - Consolidation and complete all work covered in Terms 1 and 2 in preparation for written assessment.		Unit 6: Dance theory and literacy	48	35–37
	Practical Formal Assessment Task: Dance performance Written Formal Assessment Task	Week 11	Unit 5: Dance improvisation and composition	43–47	32–34
Music					
Music literacy	- Duration: introduction of the dotted note, also in relation to: - 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 duple (2 beats) or triple (3 beats) or quadruple (4 beats) time	Week 1	Unit 4: Music literacy	213–217	153–155
Music listening	- 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 2			
Performing and creating music					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Music					
Music literacy	- 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 3	Unit 5: Music listening	218–222	156–157
	- 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 4			
	- 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			
Music listening	Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying.	Weeks 6–7	Unit 6: Performing and creating music	222–229	158–163
	- 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.	Week 8			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Music					
Music literacy	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	Week 9	Unit 6: Performing and creating music	222–229	158–163
Music listening		Weeks 10–11			
Performing and creating music	Formal Assessment Task: Performance Formal Written Assessment				
Drama					
Dramatic skills development	- Voice: Relaxation & posture; Breathing exercises. - Physical: release tension, loosen and energise the body. - Choral verse: Text analysis	Week 1	Unit 4: Dramatic skills development	116–118	87–92
			Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
	Voice: relaxation & Breathing exercises. Physical: release tension, loosen and energise the body.	Week 2	Unit 4: Dramatic skills development	116–118	87–92
	Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues.		Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
	Careers: Creative team, including writer, director, producer, designer, composer, and lighting designer.		Unit 6: Careers	148–149	104–106
Interpretation and performance: Choral verse/ Folktales	- 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	Unit 4: Dramatic skills development	118–119	87–92
			Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
			Unit 6: Careers	148–149	104–106

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 7</i>			
			Unit	LB	TG	
	Drama					
Dramatic skills development Interpretation and performance: Choral verse/ Folktales	• 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	Unit 4: Dramatic skills development	118–119	87–92	
			Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103	
			Unit 6: Careers	148–149	104–106	
		• 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	Unit 4: Dramatic skills development	119–112	87–92
				Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
				Unit 6: Careers	148–149	104–106
	• 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. • 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. Formal Assessment Task: Group performance Formal Assessment Task: Drama terminology	Week 6–8	Unit 4: Dramatic skills development	122–126	87–92	
			Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103	
			Unit 4: Dramatic skills development	116–126	87–92	
			Weeks 8–11	Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
				Unit 5: Interpretation and performance: folktale or choral verse	127–148	93–103
				Unit 6: Careers	149	104–106

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Visual Arts					
Visual Literacy	- Do reflection & recap of previous term's concepts / skills: including any of the following activities: - 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
Create in 2D and 3D	- 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
Create in 2D	Visual literacy - 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				
Visual Literacy	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 Visual literacy - Continue from previous week	Week 3	Unit 7: Visual literacy: Meaning and symbolism in paintings of still life	291–292	209–210

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Visual Arts					
Create in 2D Visual Literacy	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. Visual literacy • 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
	• 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. Visual literacy • Continue from previous week	Week 5			
		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. Visual literacy • 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

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 7</i>			
			Unit	LB	TG	
Visual Arts						
Create in 2D Visual Literacy	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. • Visual literacy: Continue from previous week	Week 7	Unit 9: Visual literacy: Researching crafts and crafters in South Africa	297–301	215–220	
	Create in 2D, e.g. (but not limited to) still life artwork: local interpretation • Art elements: consolidate the elements used. • Design principles: unity. • Painting: colour-mixing: tonal range, shades, and tints. • Visual literacy: Continue from previous week	Week 8				
	Create in 2D, e.g. (but not limited to) still life artwork: local interpretation • Finalise artwork for formal assessment.	Week 9				
	Formal Assessment Task: Create in 2D (e.g., still-life artwork: local interpretation)	Weeks 10–11				
	Formal Assessment Task: Written Task					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
	Dance				
	Dance Performance - Consolidation of Term 1 and 2 work. Dance Conventions: should be established. - Warm Up: Reflect on Term 2, focus on using locomotor 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. - Cooling down: As in Term 2, focus on breathing and stretching while sitting.	Weeks 1–2	Unit 7: Dance performance	66	39–47
Dance Performance			Unit 8: Dance improvisation and composition	81–83	48–50
Dance Improvisation and Composition	Dance Theory and Literacy - Dance terminology - Discussion on how movements convey meaning		Unit 9: Dance theory and literacy	85–86	51–56
Dance Theory and Literacy	Dance Performance - 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. - Cooling down: breathing techniques for relaxation and stretches. Dance Theory and Literacy - Dance terminology with new words. - Study two different dance forms e.g., Hip Hop/ Ballroom/ African/Ballet and discuss the differences and similarities.	Weeks 3–4	Unit 7: Dance performance	66–71	39–47
			Unit 9: Dance theory and literacy	86–89	51–56

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
	Dance				
	Dance Performance • 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., Gumboot. • Cooling down: Focus on breathing & leg stretches while lying down. Dance Improvisation and Composition • Learners respond to different stimuli: themes, ideas, pictures, etc. using eye contact/focus. Dance Theory and Literacy • Dance terminology – in class as well as in workbook • Self-reflection on response to stimuli.	Weeks 5–6	Unit 7: Dance performance	71–74	39–47
Dance Performance			Unit 8: Dance improvisation and composition	81–83	48–50
			Unit 9: Dance theory and literacy	89	51–56
Dance Improvisation and Composition	Dance Performance • 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. • Cooling down: Breathing and relaxing while stretching. Dance improvisation and composition • Use pictures – explore moods and emotions • Learners improvise in groups using stimuli: themes, ideas, pictures, etc. using eye contact/focus. Preparation towards the Formal Assessment Task Dance Improvisation and Composition Composition of movement sequence based on stimulus	Weeks 7–8	Unit 7: Dance performance	74–81	39–47
Dance Theory and Literacy			Unit 8: Dance improvisation and composition	81–83	48–50
			Unit 9: Dance theory and literacy	89	51–56
	Formal Practical Assessment Task: Dance Performance	Weeks 10–11	Unit 8: Dance improvisation and composition	83–85	48–50

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Music					
Music literacy	- 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 (duple or triple or quadruple time, the Tempo (fast/slow) and the Dynamics (soft/loud) of the music.	Week 1	Unit 7: Music literacy	233–238	165–168
	- 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	Unit 8: Music listening	239–240	169–170
	- Clapping or drumming rhythms that use crotchets, minims, quavers, dotted minims and semibreves. - Introducing the concept of polyrhythm.	Weeks 3–4	Unit 7: Music literacy	233–238	165–168
	- 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.	Weeks 5–6	Unit 9: Performing and creating music	240–243	170–174
Music listening	- Create own vocal and instrumental music in group and solo context including some of the following: - 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 7–9			
Performing and creating music	Formal Assessment Task: Practical music performance	Weeks 10–11			

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 7</i>		
			Unit	LB	TG
Dramatic skills development Playmaking (improvised drama)	Drama				
	• 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. – Drama elements in cultural and social events, compared to their use in theatre.	Week 1	Unit 7: Dramatic skills development	151–154	165–168
			Unit 8: Drama elements in playmaking: character development	163–172	169–170
	• Voice: relaxation, breathing, resonance exercises (cont.) • Physical: physical loosening up and energising of the body. • Improvised Drama (continue) – Actors – Audience – Space	Week 2	Unit 7: Dramatic skills development	151–155	165–168
			Unit 8: Drama elements in playmaking: character development	163	169–170
	• Voice: relaxation, breathing, resonance exercises (cont.) • Physical: trust exercises in partners and small groups. • Improvised Drama (continue) – Time – Costumes	Week 3	Unit 7: Dramatic skills development	155–159	165–168
			Unit 8: Drama elements in playmaking: character development	163–172	169–170
	• Voice: relaxation, breathing, articulation exercises (cont.) - Physical: mirror work (using slow, controlled mirroring of narrative mime sequences). • Improvised Drama (continue) – Props – Special effects	Week 4	Unit 7: Dramatic skills development	160–161	165–168
			Unit 8: Drama elements in playmaking: character development	163–172	169–170
	• Voice: relaxation, breathing, articulation exercises (cont.) • Physical: imagery to warm-up the body and explore movement dynamics. • Improvised Drama (continue) – Music or accompaniment. – Movement or choreography. – Chants or use of call and response, dialogue.	Week 5	Unit 7: Dramatic skills development	162–163	165–168
			Unit 8: Drama elements in playmaking: character development	163–172	169–170
	• Voice: relaxation, breathing, articulation exercises (cont.) - Physical: lead and follow movements in pairs, small groups and as a class. • Practise the drama, refining it for performance; prepare for formal practical assessment in Weeks 9–11.	Week 6	Unit 7: Dramatic skills development	151–163	165–168
			Unit 8: Drama elements in playmaking: character development	163–172	169–170

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Drama					
Careers	- 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. - Practise the drama to prepare for formal practical assessment in Weeks 9–11.	Week 7	Unit 9: Careers	172–173	170–174
	- 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. - Practise the drama to prepare for formal practical assessment in Weeks 9–11.		Unit 8: Drama elements in playmaking: character development	163	169–170
	- 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. - Practise the drama to prepare for formal practical assessment in Weeks 9–11.	Week 8	Unit 9: Careers	172–173	170–174
			Unit 8: Drama elements in playmaking: character development	163	169–170
	Formal Practical Assessment: Classroom improvised drama	Weeks 9–11	Unit 8: Drama elements in playmaking: character development	163	169–170
Visual Arts					
Visual Literacy Create in 2D and 3D (reflection and recap)	- Do reflection and recap of previous term's concepts/ skills: including any of the following activities: - 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	303	221–222
Create in 3D Visual literacy	Weeks 2–6: Five-week process towards 3D Visual Art product. Create in 3D: e.g. buildings or craftwork (or similar themes) - 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.	Weeks 2–3	Unit 10: Create in 3D: A holder for a cell phone	304–308	222–223

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Create in 3D Visual literacy	Visual literacy - 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.	Weeks 2–3	Unit 10: Create in 3D: A holder for a cell phone	304–308	222–223
	Create in 3D: e.g. buildings or craftwork (or similar themes) - 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. - Patternmaking as surface decoration; repeat pattern. - Visual literacy: Continue from previous week	Weeks 4–6	Unit 11: Visual literacy: Finding out about buildings	308–313	224–226
	Weeks 7–11: Five-week process towards 2D Visual Art product. Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects - 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). - Visual literacy: Continue from previous week	Weeks 7–10	Unit 12: Create in 2D: Monochromatic colour in collage	313–316	227–229
	- Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects - Complete and exhibit artwork for formative assessment. - Visual literacy: Continue from previous week	Week 11			

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 • 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 • Reflect on the short dance performance in Topic 1.		Unit 12: Dance theory and literacy	65	62-65
Dance performance	Dance Performance Mastery of the dance technique.		Unit 10: Dance performance	50-53	58-59
Dance improvisation and composition	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	Dance Theory and Literacy Reflection on own dance experiences.		Unit 12: Dance theory and literacy	65	62-65
	Dance Performance • Mastery of the dance technique for the Formal Assessment. • Mastery and performance of a short group/individual dance.		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.	Weeks 7-8	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.		Unit 12: Dance theory and literacy	65	62-65
F	Formal Assessment Task: Examination (written)	Weeks 9-10	Unit 12: Dance theory and literacy	62-64	62-65

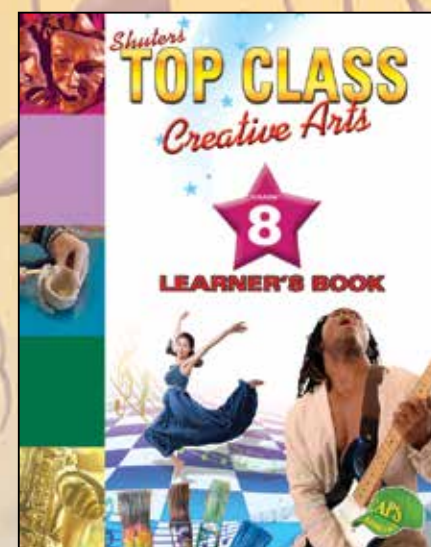
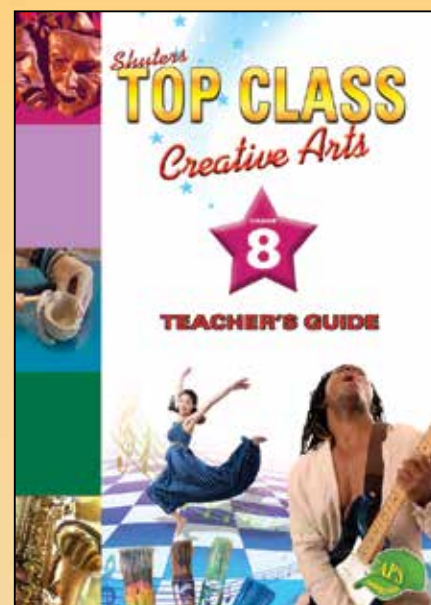
Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
	Music				
Music literacy	- Treble and bass clef. - Letter names of notes on the treble and bass clef. - Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa. - Listening 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
	- 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			
Music listening	- Clapping or drumming polyrhythmic phrases - Clapping or drumming rhythms that use crotchets, minims, quavers, dotted minims and semibreves. - Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa	Weeks 3–4	Unit 11: Music listening	253–255	180–182
	- 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.	Week 5			
Performing and creating music	- Create own vocal and instrumental music in group and solo context including the following: - 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.	Weeks 6–8	Unit 12: Performing and creating music	255–259	183–187
	Formal Assessment Task: Examination (written) Formal Assessment Task: Practical performance	Weeks 9–10			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Drama					
Dramatic skills development Interpretation and performance: Folktales/Choral verse Note: In Terms 2 and 4, there is a choice between Choral Verse and Folktales. If the performance of Choral Verse is preferred for Term 4, please consult Term 2 of this ATP.	• Voice: Relaxation & Posture; Breathing exercises. • Physical: release tension, loosen and enliven the body. • Folktales (individual or group performance) Text analysis	Week 1	Unit 10: Dramatic skills development	175–177	123
			Unit 11: Interpretation and performance: folktales or choral verse	177–178	124–126
	• Voice: Relaxation & Breathing exercises. Physical: release tension, loosen and enliven the body.	Week 2	Unit 10: Dramatic skills development	175–177	123
	• Folktales (individual or group performance) – 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.		Unit 11: Interpretation and performance: folktales or choral verse	177–178	124–126
			Unit 12: Careers	180–181	127–129
	• Voice: Relaxation & Breathing, Resonance. • Physical: release tension, loosen and enliven the body, focus and mirror work.	Week 3	Unit 10: Dramatic skills development	175–177	123
	• Folktales (individual or group performance) – Vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis, tone-colour. • Careers: Continue from previous week.		Unit 11: Interpretation and performance: folktales or choral verse	177–178	124–126
			Unit 12: Careers	180–181	127–129
	• Voice: Breathing, Resonance. • Physical: release tension, loosen and enliven body, focus, mirror work.	Week 4	Unit 10: Dramatic skills development	175–177	123
	• Folktales (individual or group performance) • In addition to elements explored in previous weeks, add: – Movement, body language, facial expression, eye contact. – Vocal characterisation and physical characterisation. • Careers: Continue from previous week.		Unit 11: Interpretation and performance: folktales or choral verse	177–178	124–126
			Unit 12: Careers	180–181	127–129
	• Voice: Breathing, Resonance, Articulation. • Physical: use imagery to explore movement dynamics. • Folktales (individual or group performance) – Use vocal sound effects as background sounds or as a soundtrack: integrating song where appropriate.	Week 5	Unit 10: Dramatic skills development	175–177	123
			Unit 11: Interpretation and performance: folktales or choral verse	177–178	124–126

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Drama					
	- Voice: Articulation - Physical: use imagery to warm-up the body and explore movement dynamics. - Folktales (individual or group performance) - Rehearse all aspects explored in previous weeks towards polished performance.	Week 6	Unit 10: Dramatic skills development	175–177	123
	Formal Assessment Task: Individual or group performance		Unit 11: Interpretation and performance: folktales or choral verse	177–180	124–126
	Formal Assessment Task: Examination (written)	Weeks 7–10	Unit 11: Interpretation and performance: folktales or choral verse	179–180	127–129
			Unit 12: Careers	181	127–129
Visual Arts					
Visual Literacy	Do reflection & recap of previous term's concepts / skills: including any of the following activities: - 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	318	232–233
Create in 2D and 3D (reflection and recap)					
Create in 2D	Weeks 2–4: Three-week process towards 2D Visual Art product. Create in 2D - Drawing: life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion. - Art elements: shape, line, tone, texture, shape, colour. - Design principles: contrast, proportion, balance, emphasis, direction.	Weeks 2–4	Unit 14: Formal Assessment Project (3 stages) – Term 4	319–323	233–238

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 7		
			Unit	LB	TG
Visual Arts					
Create in 3D	Weeks 5–9: Four-week process towards 3D Visual Art product. Create in 3D: metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done in previous weeks. • 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
	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects • 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.	Week 8	Unit 14: Formal Assessment Project (3 stages) – Term 4	319–323	233–238
	Formal Assessment Task: Practical Exam	Week 9			
	Formal Assessment Task: Written Test	Week 10			

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance Theory and Literacy	Baseline assessment: 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: 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	1–2
Dance Performance	Dance Performance • 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. Dance Improvisation and Composition • Basic locomotor movements, varying space and direction: walk & run, skip, hop, jump, slide, gallop, leap.	Week 3	Unit 1: Dance performance	2–18	3–15
Dance Improvisation and Composition	Dance Theory and Literacy • Dance terminology • Locomotor & non-locomotor movement terms	Week 4	Unit 2: Improvisation and composition	18–22	39–41
Dance Theory and Literacy	Dance Performance • 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. Dance Theory and Literacy • Dance terminology • Code of conduct: Poster		Unit 3: Dance theory and literacy	22–23	21–22

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8			
			Unit	LB	TG	
	Dance					
	Dance Performance • 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. Dance Theory and Literacy • Dance terminology • Locomotor and non-locomotor movements	Week 5				
Dance Performance	• Dance Performance • Warm up ritual with change of direction and focus. • Leg muscles and joint strengthening and mobility continues with low leg extensions/brushes					
Dance Improvisation and Composition	• Articulation of feet and mobility of ankle and knee joints: with small jumps and safe landings. • Cooling down with imagery and safe, slow stretching.	Week 6		22-23	21-22	
Dance Theory and Literacy	Dance Improvisation and Composition • Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo.		Unit 3: Dance theory and literacy			
	Dance Performance • 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. Dance Improvisation and Composition • Continue developing a short dance sequence. Dance Theory and Literacy • Dance terminology.	Week 7				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance Performance	Dance Performance Preparation towards the FAT (Formal Assessment Task).	Week 8	Unit 3: Dance theory and literacy	22–23	21–22
Dance Improvisation and Composition	Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo				
Dance Theory and Literacy	Formal Practical Assessment Task: Dance performance	Weeks 9–11			
Music					
Baseline assessment	Consolidation of music notation: - 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.	Week 1	Music: Introduction	241	169–172
	Consolidation of music notation: - 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. - Listen to the sound of the families of instruments and describing how the sound is produced: - Membranophone–idiophones - Chordophones - Aerophones	Weeks 2–3			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Music					
Music literacy	- 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 4	Unit 1: Music literacy	242–260	173–182
	- 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 5			
Music listening Performing and creating music	- 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 2: Music listening	260–264	182–183
	- Listen to the sound of the families of instruments and describe how the sound is produced: - Chordophones - Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments	Week 7			
Formal Practical Assessment Task: Listening activity	- Listen to the sound of the families of instruments and describe how the sound is produced: - Aerophones - Writing four-line lyrics based on a personal or social issue	Weeks 8–9	Unit 3: Performing and creating music	265–271	184–189
		Weeks 10–11			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dramatic skills development Drama elements in playmaking Media	Drama				
	• 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
	• 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 2	Unit 2: Drama elements in playmaking – written sketch/ improvisation	116–133	92–102
	• Voice: relaxation – restful alertness and breathing exercises. • Physical: posture (neutral position) and release tension activities. • Devise topic from research: Develop structure for performance: plot, characters, time, place, space and audience.	Week 3			
	• 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			
	• Voice: breath control and capacity, and resonance exercises. • Physical: posture (neutral position) and body as an instrument of expression activities. • Shape and focus the performance: Audibility of spoken dialogue.	Week 5			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Drama					
Dramatic skills development	- Voice: breath control and capacity, and resonance exercises. - Physical: posture (neutral position), develop concentration and focus activities. - Shape and focus the performance: Finding a clear focus: remove unnecessary/confusing dialogue and movements.	Week 6	Unit 2: Drama elements in playmaking – written sketch/improvisation	116–133	92–102
Drama elements in playmaking	- Voice: breath control and capacity, and resonance exercises. - Physical: posture (neutral position), develop concentration and focus activities. - Shape and focus the performance: Developing and sustaining dramatic tension.	Week 7	Unit 3: Appreciation and reflection	133–136	103–104
Media					
Appreciation and reflection	Formal Assessment Task: Practical - Classroom improvised drama - OR - Recording/filming of improvised drama	Week 8–11	Unit 6: Appreciation and reflection	172–175	103–104
Media					
Visual Arts					
Visual Literacy	Do a baseline assessment: could include, but not limited to any of the following activities: - 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
Create in 2D and 3D (baseline and orientation)	Consolidation and Introductory activities to prepare for creative work in Term 1: Visual literacy - Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. Create in 2D & 3D, simple paper construction: - 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 patterning; drawing, cutting and sticking shapes in series. - Design principles: balance, contrast, emphasis	Week 2			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Visual Arts					
Create in 2D	Weeks 3–4: Two-week process towards 2D Visual Art product. Drawing and painting: Creative Lettering in Popular Culture - exploring a variety of media and techniques • 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 3	Unit 2: Create in 2D: Design a comic book cover	339–342	236–237
Visual Literacy	• Art elements: use in description of artworks - shape, line, tone, texture, complementary colour. • 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.	Week 4	Unit 1: Visual literacy: Art as popular culture and design	330–338	232–235
Create in 2D	Weeks 5–6: Two-week process towards 2D Visual Art product. Drawing and painting: Creative Lettering in Graffiti - exploring a variety of media and techniques • 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	Unit 2: Create in 2D: Design a comic book cover	339–342	236–237

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Visual Arts					
Visual Literacy Formal Assessment Task: Practical (2D)	Art elements: use in description of artworks - shape, line, tone, texture, complementary colour. - 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	Unit 2: Create in 2D: Design a comic book cover	339–342	236–237
Create in 3D	Weeks 7–8: Two-week process towards 3D Visual Art product. Creating and constructing a 3D artwork inspired by functional containers: exploring a variety of media and construction techniques - 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	Unit 4: Create in 3D: Earthenware containers	346–350	240–243
Visual Literacy	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.	Week 8	Unit 3: Visual literacy: Considering containers	343–346	238–240

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Visual Arts					
Create in 3D	Weeks 9–11: Two-week process towards 3D Visual Art product. Creating and constructing artwork inspired by mythological containers: exploring a variety of media and construction techniques • 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).	Week 9	Unit 5: Create in 3D: Mythological containers	350–355	244–246
Visual Literacy	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.	Weeks 10–11			
Formal Assessment Task (3D)					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
	Dance				
	Dance Performance Dance Conventions: Consolidation of Term 1 work. • 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. Dance Theory and Literacy: • Revision of Term 1 work. • Code of conduct refer to class poster and workbook	Weeks 1–2	Unit 4: Dance performance	25–51	24–38
Dance performance					
Dance improvisation and composition					
Dance theory and literacy					
	Dance Performance • 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. Dance Improvisation and Composition: • Explore dance element of time – _slow motion and double time. Dance Theory and Literacy: • The purpose of warming up	Weeks 3–4	Unit 5: Improvisation and composition	51–56	39–41

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
	Dance				
	Dance Performance • 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	Unit 5: Improvisation and composition	51–56	39–41
Dance performance	Dance Improvisation and Composition: Steps from a Social or Popular dance form.				
Dance improvisation and composition	Dance Theory and Literacy • The purpose of Cooling down.				
Dance theory and literacy	Dance Performance • 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. Dance Improvisation and Composition • Steps from a Social or Popular dance form. Dance Theory and Literacy: • Dance terminology: revise work from Term 1 and 2 • Dance elements.	Weeks 7–8	Unit 6: Dance theory and literacy	57–58	42–46

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance performance	Rehearse for Dance Performance • Warm Up • Floor work • Leg muscles and joint strength & mobility • Articulation of feet & mobility of ankle & knee joints • Simple turns • Cool down	Weeks 9–10	Unit 6: Dance theory and literacy	57–58	42–46
Dance improvisation and composition	Dance Improvisation and Composition Steps from a Social or Popular dance style.				
Dance theory and literacy	Formal Assessment Task: Dance group performance improvisation Formal Assessment Task: Written test	Weeks 10–11			
Music					
Music literacy Music listening Performance and creating music	• Duration: Note values: triplet. • Time signatures: 2/4; 3/4; 4/4. • Active listening to identify Meter: duple and triple	Week 1	Unit 4: Music literacy	275–286	192–197
	• Pitch: The construction of the major scale - F major. • Active listening to identify Meter: duple and triple	Week 2	Unit 5: Music listening	287–288	198–199
	• Reading musical notation: Reading music in the keys of C, G and F major. • Active listening to identify rhythmic and melodic repetition	Week 3			
	• Reading musical notation: Reading music in 2/4; 3/4; 4/4 time. • Active listening to identify rhythmic and melodic repetition	Week 4			
	• Musical terminology: • Dynamics: piano; forte; crescendo; diminuendo. • Tempo: allegro; andante. • Active listening to identify dynamics: piano and forte	Week 5	Unit 6: Performing and creating music	288–292	200–204
	• Active listening to identify contrasts in tempo and texture. • Active listening to identify the meaning of the lyrics	Week 6			
	Create own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments by writing four-line lyrics based on a personal or social issue.	Weeks 7–9			
Formal Assessment Task: Mid-year examinations Formal Assessment Task: Individual or group performance		Weeks 10–11			

CREATIVE ARTS Term 2

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dramatic skills development	Drama				
	• Voice: relaxation, breathing and tone exercises. • Physical: posture (neutral position), release tension, loosen and enliven the body activities. • Interpretation and Performance Skills: SA Poem – Text analysis – expressing piece in own words.	Week 1	Unit 4: Dramatic skills development	138–147	106–111
	• Voice: relaxation, breathing and tone exercises. • Physical: posture (neutral position), release tension, loosen and enliven the body activities. • Interpretation and Performance Skills - SA Poem – Vocal clarity, pitch, pace, pause, tone, volume and emphasis.	Week 2			
	• Voice: breathing, tone and resonance exercises. • Physical: posture, focus and control activities. • Interpretation and Performance Skills - SA Poem – Facial expression, body language and emotional connection. – Create appropriate mood, using voice and movement.	Week 3	Unit 5: South African poetry	148–171	112–124
	• Voice: breathing, tone and resonance exercises. • Physical: posture, focus and control activities. • Interpretation and Performance Skills – SA Poem – Integrating verbal characterisation and physical expressiveness: appropriate use of movement and/or stillness.	Week 4			
	• Voice: articulation, breathing and resonance exercises. • Physical: explore movement dynamics and relaxation activities. • Interpretation and Performance Skills - SA Poem – Audience contact: memorable, engaging and effective presentation (mood).	Week 5	Unit 6: Appreciation and reflection	172–175	125–126
	• Voice: articulation, breathing and resonance exercises. • Physical: focus, control and relaxation activities. • Interpretation and Performance Skills – SA Poem – Rehearsal towards performance.	Week 6–8			
	Formal Assessment Task: Individual/Small group performance	Weeks 9–11			
	Formal Assessment Task: Written Test				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Visual Literacy					
Visual Literacy Create in 2D and 3D (reflection and recap)	Do reflection & recap of previous term's concepts / skills: including any of the following activities: - 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 Visual Literacy	Weeks 2–4: Three-week process towards 2D Visual Art product. Create in 2D e.g. Drawing on societal issues - 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. Visual literacy: - 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	Unit 6: Visual literacy: Fashion and the role of fashion in society	359–367	248–252
	- 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. Visual literacy: Continue from previous week	Week 3	Unit 9: Create in 2D: A mural as a social comment	378–382	258–265

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Create in 2D Visual Literacy	Visual Literacy				
	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. Visual literacy: Continue from previous week	Week 4	Unit 9: Create in 2D: A mural as a social comment	378–382	258–265
	Weeks 5–9: Five-week process towards 3D Visual Art product. 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. 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.	Week 5	Unit 7: Create in 3D: A garment for a social event	368–373	253–256
	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. Visual literacy: Continue from previous week	Week 6			

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Visual Literacy					
Create in 2D Visual Literacy	Create in 3D: fashion objects - 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. Visual literacy: - Art elements and design principles: use in description of fashion then and now. - Express, identify / name, question and reflect through writing about fashion	Week 7	Unit 8: Visual literacy: Art and social issues	373–377	257–258
	Create in 3D: fashion objects - Design: art elements and design principles in three-dimensional design projects - Use of tools: safety, consideration of others: shared resources, concern for the environment Visual literacy: Continue from previous week	Week 8			
	Create in 3D: fashion objects Finalise artwork for formal assessment. Visual literacy: Continue from previous week	Week 9			
	Complete and exhibit artwork for formative assessment Formal Assessment Task: Practical Test Formal Assessment Task: Written examination	Weeks 10–11			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance performance	Dance conventions: Consolidation of work done in Term 1 Dance Performance: • 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 landings 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. Dance theory and literacy: Dance Elements: time-slow motion, double time, varying accents and polyrhythms.	Weeks 1–2	Unit 7: Dance performance	60–79	48–59
Dance improvisation and composition	Dance Theory and Literacy: Purpose of warming up and cooling down. Dance Performance: • 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. Dance Improvisation and Composition: Exploration of dance elements: space – symmetry, asymmetry and patterning.	Weeks 3–4	Unit 8: Improvisation and composition	80–87	60–66
Dance theory and literacy	Dance Theory and Literacy: Discussion of social or popular dance: origin, characteristics, effect on dancers and audience				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance: - 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.	Weeks 5–6	Unit 9: Dance theory and literacy	88–91	67–71
Dance improvisation and composition	Dance Improvisation and Composition: Exploration of dance elements: force- how the use of energy/force affects the quality of dance movement; weight; gravity.				
Dance theory and literacy	Dance Theory and Literacy: Dance and related careers research and presentations				
	Dance Performance - 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			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance performance Dance improvisation and composition Dance theory and literacy	Dance Improvisation and Composition: Exploration of dance elements: time, space and force.	Weeks 7-8	Unit 9: Dance theory and literacy	88-91	67-71
	Dance Theory and Literacy: Dance and related careers research and presentations				
	Preparation towards the Formal Assessment Task				
	• 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: Composition of a short dance sequence combining dance elements of space, time and force with use of varying directions, levels and tempo.	Weeks 10-11			
	Formal Assessment Task: Dance group performance improvisation				
Music					
Music literacy Music listening Performing and creating music	• 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.	Week 1	Unit 7: Music literacy	297-303	207-210
	• 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	Week 2	Unit 8: Music listening	304-305	211-212
	• 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	Week 3			

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Music					
Music literacy	- 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	Week 4	Unit 8: Music listening	304–305	211–212
	- 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.	Week 5			
	- 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.	Week 6			
	Music listening	- 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		Weeks 8–9	Unit 9: Performing and creating music	306–310	213–216
Formal Assessment Task: Listening activity		Weeks 10–11			
Drama					
Dramatic skills development	- Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energising of the body activities. - Improvisation based on a theatre style: - Choose only one: - comedy - tragedy - musical - puppetry - Media: Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles).	Week 1	Unit 7: Dramatic skills development	178–187	128–133
Drama elements in playmaking					
Media					

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>			
			Unit	LB	TG	
Drama						
Dramatic skills development Drama elements in playmaking Media	• Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energising of the body activities. • Improvisation based on a theatre style: Develop structure for performance: plot, characters, time, place, space and audience. • Media: Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles).	Week 2	Unit 7: Dramatic skills development	178–187	128–133	
	• Voice: relaxation, breathing and resonance exercises. • Physical: trust activities with partners and in small groups. • Improvisation based on a theatre style: Most important moments/highlights, effective words or dialogue and crucial movements.	Week 3	Unit 8: Drama elements in playmaking – an improvised style	187–197	134–141	
	• Voice: relaxation, breathing and resonance exercises. • Physical: mirror work (using slow, controlled mirroring of narrative mime sequences). • Improvisation based on a theatre style: Technical resources to enhance the performance: – props – set pieces – costume pieces	Week 4	Unit 9: Appreciation and reflection	197–198	142–145	
	• Voice: relaxation, breathing and resonance exercises. • Physical: lead and follow movements in pairs, small groups and as a class. • Improvisation based on a theatre style: Technical resources to enhance the performance: – sound – basic lighting	Week 5				
	• Voice: relaxation, breathing and articulation exercises. Physical: imagery to warm- up the body and explore movement dynamics. • Improvisation based on a theatre style: Practise the drama and refine for final performance.	Week 6				
		• Voice: relaxation, breathing and articulation exercises. Physical: explore character and mood through movement. • Improvisation based on a theatre style: Practise the drama and refine for final performance.	Weeks 7–9			

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Drama					
Appreciation and reflection Media	Formal Assessment Task: - Classroom improvised drama OR - Recording/filming of improvised drama	Weeks 10–11			
Visual Arts					
Visual Literacy Create in 2D and 3D (reflection and recap)	Do reflection & recap of previous term's concepts/skills: including any of the following activities: - 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	384	266
Create in 2D	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. Visual literacy: - 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.	Week 2	Unit 10: Create in 2D: Drawing a seated figure	385–390	267–270

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Visual Arts					
Create in 2D	- 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.	Week 2	Unit 10: Create in 2D: Drawing a seated figure	385–390	267–270
Create in 2D Visual Literacy	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. Visual literacy: Continue from last week. Create in 3D: e.g., surface design / figure drawing / body templates (or similar themes) - 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. Visual literacy: Continue from last week.	Weeks 3–5	Unit 13: Create in 2D: Designs for the world of work	397–400	277–278
		Unit 11: Visual literacy: Comparisons and self-assessment	391–393	271–273	
		Unit 14: Create in 3D: A design project for a fashion house	400–404	279–281	

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
	Visual Arts				
Careers	Careers in visual arts and design - 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. - Finalise 2D & 3D artwork and submit for formal assessment.	Weeks 10–11	Unit 12: Visual literacy: Opportunities and careers in art	393–396	273–276

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. • 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			
	Dance Theory and Literacy Revision of dance theory and literacy from previous terms				
Dance performance	• 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.	Weeks 3–4	Unit 10: Dance performance	93–98	73–76
Dance improvisation and composition	Dance Theory and Literacy Revision of dance theory and literacy from terms 1, 2 and 3.				
Dance theory and literacy	• 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	Unit 11: Improvisation and composition	99–105	77–80
	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.				

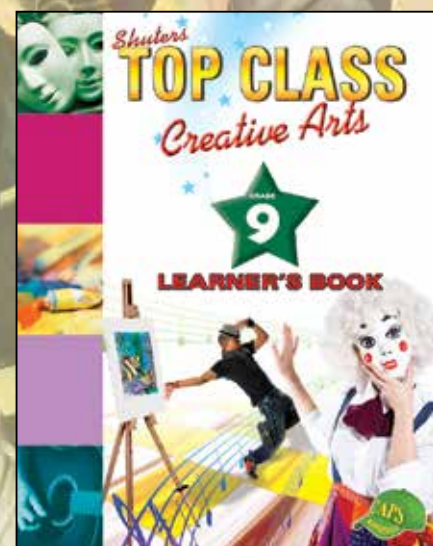
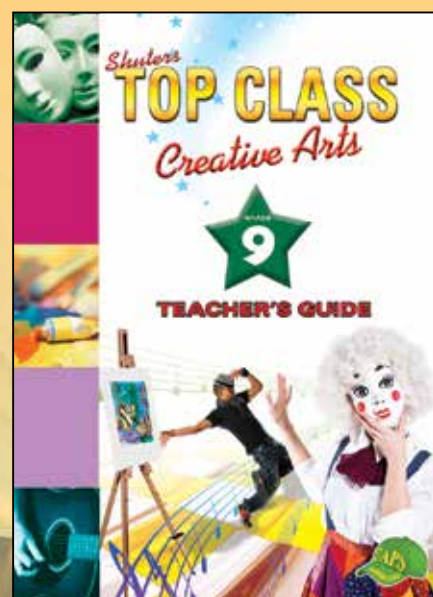
Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Dance					
Dance performance	- Warm up ritual: Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. - Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts.	Weeks 7–8	Unit 12: Dance theory and literacy	106–107	81–85
Dance improvisation and composition	Dance Improvisation and Composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought.				
Dance theory and literacy	Dance Theory and Literacy Reflection on own dance experiences	Weeks 9–10			
Formal Assessment Task: Dance group performance Formal Assessment Task: Examination (written)					
Music					
Music literacy	- Duration: Meter – 2/4; 3/4; 4/4; compound duple 6/8. - Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8 Pitch.	Week 1	Unit 10: Music literacy	312–321	73–76
	- 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 2			
	Music terminology: Tempo: moderato, presto, ritardando, a tempo. Articulation: legato, staccato	Week 3			
Music listening Performing and creating music	Listen to recorded or live music and write own impression focusing on: - Message of the music (lyrics): Instruments/ voices used. - Tempo - Dynamics - Placing it in a cultural or social context. - The performing artist or composer	Week 4	Unit 11: Music listening	32–322	77–80

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Music					
Music literacy	Listen to recorded or live music and write own impression focusing on:	Week 5	Unit 12: Performing and creating music	322–324	81–85
Music listening	• Message of the music (lyrics) Instruments/voices used. • Tempo • Dynamics • Placing it in a cultural or social context. • The performing artist or composer				
Performing and creating music	• Creating own music in group and solo context by - composing a musical work and adding another art form to it.	Weeks 6–8			
	Formal Assessment Task: Mid-year examination Formal Assessment Task: Individual and/or group performance	Weeks 9–10			
Drama					
Dramatic skills development Interpretation and performance: Dialogues/ Dramatised Prose/ Indigenous storytelling	• Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and enliven the body activities. • Interpretation and Performance Skills – Dialogues: Text analysis	Week 1	Unit 10: Dramatic skills development	200–206	145–148
	• Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and enliven the body activities. • Interpretation and Performance Skills – Dialogues – Interpretation of character/s. Emotional connection. – Vocal and physical characterisation	Week 2			
	• Voice: articulation and projection exercises. • Physical: physical relationships in pairs. • Interpretation and Performance Skills – Dialogues – Interaction and development of relationship. – Stage space, placing of actors and movement patterns.	Week 3	Unit 12: Media	236–237	165–168
	• Voice: articulation and projection exercises. • Physical: physical relationships in pairs. • Interpretation and Performance Skills – Dialogues – Interaction – listening and responsiveness, stay in character. – Audience contact: memorable, engaging and effective presentation.	Week 4			
			Unit 11: Dialogues, dramatized prose, indigenous storytelling	206–236	149–164

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 8</i>		
			Unit	LB	TG
Drama					
	- Voice: articulation and projection exercises. - Physical: focus and control activities. - Interpretation and Performance Skills – Dialogues - Rehearsal, preparing for final performance.	Week 5	Unit 11: Dialogues, dramatized prose, indigenous storytelling	206–236	149–164
	Formal Assessment Task: Individual or small group performance	Weeks 6–10			
	Formal Assessment Task: Examination (written)				
Visual Literacy					
Visual Literacy	Do reflection & recap of previous term's concepts / skills, including any of the following activities: - 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 and 3D					
Create in 2D	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. - 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					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 8		
			Unit	LB	TG
Visual Literacy					
Create in 2D	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.	Week 4–8	Unit 17: Create in 2D: Make an artwork on the chosen theme	418–422	289–291
Visual Literacy	- Planning and preparation: collect resources, visual information and makes preliminary drawings and sketches. - Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard 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.		Unit 18: Create in 2D: Scraperboard drawing on the chosen theme	422–426	292–295
	Formal Assessment Task: Practical examination (Create in 2D)	Week 9			
	Formal Assessment Task: Examination (written)	Week 10			

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Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance Dance theory and literacy	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: • 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 1–2	Dance: Introduction	1 1–3	
Dance performance Dance improvisation and composition Dance theory and literacy	Dance Performance • 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. Dance Improvisation and Composition • Exploration of natural gestures. Dance Theory and Literacy • Importance of good posture and alignment. Dance Performance • 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. Dance Improvisation and Composition • Continues by varying gestures through exaggeration, slow motion and repetition.	Week 3	Unit 1: Dance performance	2–25 4–17	
		Week 4	Unit 2: Improvisation and composition	26–30	18–19

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9			
			Unit	LB	TG	
Dance						
Dance performance	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	Unit 2: Improvisation and composition	26-30	18-19	
Dance improvisation and composition	Dance Improvisation and Composition Composition structures: beginnings and endings, repetition and stillness.					
Dance performance	Dance performance - 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 improvisation and composition	Dance Improvisation and Composition Composition of a sequence in pairs (if possible), based on gestures with a clear beginning and ending.					
Dance theory and literacy	Dance Theory and Literacy - Dance terminology - Use of core and spine.		Unit 3: Dance theory and literacy	31-34	20-27	
Dance performance	Dance performance - 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 improvisation and composition	Dance Improvisation and Composition Composition of a sequence continues by adding repetition and stillness.					
Dance theory and literacy	Dance Theory and Literacy - Dance terminology - Use of safe landings.					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance Preparation towards the FAT (Formal Assessment Task).				
Dance improvisation and composition	Dance Improvisation and Composition Composition of a sequence in partners (if possible), based on gestures: clear beginning and ending, repetition and stillness.	Week 8	Unit 3: Dance theory and literacy	31–34	20–27
	Formal Assessment Task: Dance performance	Weeks 9–11			
Music					
Baseline assessment	- Duration - Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. - Consolidation of 2/4, 3/4, 4/4, 6/8. Music terminology - Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo. Pitch - 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	Week 1	Unit 1: Music literacy	226–238	167–174
Music Literacy	Duration - Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. - Consolidation of 2/4, 3/4, 4/4, 6/8. Music terminology - Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo. Pitch - Consolidation of the construction of the major scale: C, G, D and F major.	Weeks 2–3			
Music Listening					
Performing and creating music					

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>		
			Unit	LB	TG
Music					
Music Literacy Music Listening Performing and creating music	- Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - strings - woodwind - brass - percussion	Weeks 2–3	Unit 2: Music listening	239–245	175–179
	Pitch - Ledger lines - Intervals on i, iv and v (closed position)	Week 4			
	Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: – Strings – Woodwind				
	Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: solo vocal works				
	Pitch - 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: - Woodwind				
	Group or solo performances from the standard repertoire of Western/African/ Indian/popular musical styles: solo instrumental works				
	- Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: – Brass	Week 6			
	Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: choral works				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Music					
Music Literacy Music Listening Performing and creating music	- 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: - Brass Group or solo performances from the standard repertoire of Western/ African/ Indian/popular musical styles: - group instrumental works	Week 7	Unit 2: Music listening	239–245	175–179
	- Music terminology: Articulation: legato, staccato. - Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - 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 8	Unit 3: Performing and creating music	246–254	180–184
	- Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - 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 9			
	Formal Assessment Task: Practical listening activity	Weeks 9–10			
Drama					
Dramatic skills development Drama elements in playmaking Media	- 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: - Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. - Research and discussion. Media - Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures.	Weeks 1–2	Unit 1: Dramatic skills development	106–114	93–96

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dramatic skills development Drama elements in playmaking Media	Drama				
	- Voice: relaxation - restful alertness and breathing exercises. - Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities. - 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	Unit 2: Drama elements in playmaking	114–121	97–101
	Media 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.				
	- Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities. Develop improvisation: - Character: physical and vocal characterisation – language and appropriate register.	Week 4	Unit 3: Appreciation and reflection	121–123	102–103
	- Voice: breath control and capacity, and resonance exercises. - Physical: posture (neutral position) and body as an instrument of expression activities. Develop improvisation: - Audibility of spoken dialogue.	Week 5			
	- Voice: breath control and capacity, and resonance exercises. - Physical: posture (neutral position), develop concentration and focus activities. Develop improvisation: - Dramatic tension: in the plot, within a person, between people/groups of people, between people and the environment.	Week 6	Unit 4: Media	124–125	103

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Drama					
Dramatic skills development	- Voice: breath control and capacity, and resonance exercises. - Physical: posture (neutral position), develop concentration and focus activities.				
Drama elements in playmaking	Develop improvisation: Sustaining dramatic tension.	Week 7	Unit 4: Media	124–125	103
Media					
	Formal Assessment Task: Improvised drama OR Recoding/filming of improvised drama	Weeks 8–10			
Visual Arts					
Create in 2D and 3D (baseline and orientation)	Do a baseline assessment: could include, but not limited to any of the following activities: - 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			
	Consolidation and Introductory activities to prepare for creative work in Term 1: - Visual literacy: Observe and discuss visual stimuli like photographs and real objects to identify and name Art Elements and Design Principles in compositions. Create in 2D: - Drawing and painting with extended use of media and techniques. - Art elements: (same as before but include analogous / related colour). - Design principles.	Week 2	Visual literacy: Introduction	316–317	228–229

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 2D	Weeks 3–4: Two-week process towards 2D Visual Art product. - Drawing and painting: Creative interpretation of a Portrait of another - exploring a variety of media and techniques - 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.	Week 3	Unit 2: Create in 2D: Painting portraits	323–329	234–237
Visual Literacy	Understanding and recognition of images expressed in words express, identify / name, question and reflect through looking, listening and talking about portraits.	Week 4	Unit 1: Visual Literacy: Talking about portraits	317–323	230–233
Visual Literacy Create in 2D	Weeks 5–6: Two-week process towards 2D Visual Art product. - 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: - 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.	Week 5	Unit 2: Create in 2D: Painting portraits	323–329	234–237
Visual Literacy Formal Practical Assessment (2D)	- 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. - Research: artist / artwork / style using various sources: books, libraries, internet, etc. - Formal written response. - Emphasis on the learner’s personal expression and interpretation.	Week 6	Unit 3: The artist and society	329–338	238–242

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 2D	Weeks 7–9: Two-week process towards 2D Visual Art product. - Drawing and painting: Creative interpretation of a self-portrait - exploring a variety of media and techniques - 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 self- portrait.	Week 7	Unit 2: Create in 2D: Painting portraits	323–329	234–237
Visual Literacy	Understanding and recognition of images expressed in words: express, identify / name, question and reflect through looking, listening and talking about self-portraits.	Week 8	Unit 4: Visual Literacy: Developing research skills	339–341	243–244
Visual Literacy Create in 2D	Weeks 9–11: Two-week process towards 2D Visual Art product. - 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: - 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 Formal Practical Assessment (2D)	- 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. Formal written response - Emphasis on the learner's personal expression and interpretation. - Class presentations about the role of the artist in global society (could be group work).	Weeks 10–11	Unit 5: Visual Literacy: Presenting your findings	342–344	244–246

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9			
			Unit	LB	TG	
Dance						
Dance performance	Dance Performance Dance Conventions: consolidation of Term 1 work. • 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.	Weeks 1–2	Dance: Introduction	35	28–29	
Dance theory and literacy	Dance Theory and Literacy • Revision of Term 1 work. Code of Conduct refers to class posters and workbooks.					
Dance performance	Dance Performance • 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. • 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.	Weeks 3–4	Unit 4: Dance performance	35–51	30–41	
Dance improvisation and composition	Dance Improvisation and Composition • 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	Dance Theory and Literacy • Dance terminology – names of steps, dance elements (time, space, force).					
			Unit 5: Improvisation and composition	52–64	42–49	

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance • 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	Unit 5: Improvisation and composition	52–64	42–49
Dance theory and literacy	Dance Theory and Literacy • 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	Dance Performance • 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	Unit 6: Dance theory and literacy		50–54
Dance improvisation and composition	Dance Improvisation and Composition • Composition structures: transitions between movements, unison and canon.				
Dance theory and literacy	Dance Theory and Literacy • Dance terminology – names of steps as covered in the practical components. Dance elements such as time, space and force.				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance • Preparation towards the FAT (Formal Assessment Task). • 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	Unit 6: Dance theory and literacy	65–67	50–54
Dance improvisation and composition	Dance Improvisation and Composition • Composition structures exploring relationships in dance.				
Dance theory and literacy	Dance Theory and Literacy • Consolidate and complete all work in preparation of written assessment.				
	Formal Assessment Task: Dance group performance	Weeks 10–11			
	Formal Assessment Task: Written assessment				
Music					
Music Literacy	• 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.	Week 1	Unit 4: Music literacy	298–304	186–196
Music Listening	• 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.	Weeks 2–3			
Performing and Creating Music	• 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.	Week 4	Unit 5: Music listening	268–269	196–197

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>		
			Unit	LB	TG
Music					
Music Literacy Music Listening Performing and Creating Music	- Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz. - Write own impression of the music focusing on the artist/s.	Week 5	Unit 6: Performing and creating music	269–277	223–227
	- 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.	Week 6			
	- 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).	Weeks 7–8			
	Creating own music in group and solo context: adding music to words (two lines).	Week 9			
	Formal Assessment Task: Practical performance Mid-year examination	Weeks 10–11			
Drama					
Dramatic skills development	- Voice: relaxation, breathing and tone exercises. - Physical: posture (neutral position), release tension, loosen and energise the body activities.	Week 1	Unit 5: Dramatic skills development	126–136	
Interpretation and performance	Interpretation and Performance Skills – Dramatised Prose Text analysis – expressing piece in own words.		Unit 6: Interpretation and performance of a choice of dramatic forms	137–168	110–128
Dramatised prose/ Monologue/ Media	Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: stock characters and typecasting.				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Drama Dramatic skills development Interpretation and performance Dramatised prose/ Monologue/ Media	- Voice: relaxation, breathing and tone exercises. - Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills - Dramatised Prose - Verbal characterization: vocal clarity, pitch, pace, pause, tone, volume and emphasis. Media - Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: age, gender, status and culture.	Week 2	Unit 6: Interpretation and performance of a choice of dramatic forms	137–168	110–128
	- Voice: breathing, tone and resonance exercises. - Physical: posture, focus and control activities. Interpretation and Performance Skills - Dramatised Prose - Facial expression, body language and emotional connection. - Create appropriate mood, using voice and movement. Media - Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: discrimination and prejudice.	Week 3	Unit 7: Media	168–175	129–132
	- Voice: breathing, tone and resonance exercises. - Physical: explore movement dynamics and visualisation activities. Interpretation and Performance Skills - Dramatised Prose - Integrating verbal characterisation and physical expressiveness - appropriate use of movement and/or stillness.	Week 4			
	- Voice: articulation, breathing and resonance exercises. - Physical: focus, control and visualisation activities. Interpretation and Performance Skills - Dramatised Prose - Narrative Technique - vocal and physical. - Audience contact - memorable, engaging and effective presentation.	Week 5			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Drama					
Dramatic skills development	- Voice: articulation, breathing and resonance exercises. - Physical: focus, control and visualisation activities.				
Interpretation and performance	Interpretation and Performance Skills - Dramatised Prose Rehearsal towards performance.	Week 6–8	Unit 7: Media	168–175	129–132
Dramatised prose/ Monologue/ Media					
	Formal Assessment Task: Drama performance				
	Formal Assessment Task: Examination (written)	Weeks 9–11			
Visual Arts					
Visual Literacy	Do reflection and recap of previous term's concepts / skills: including any of the following activities: - 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	345	247
Create in 2D and 3D (reflection and recap)					
Create in 3D	Weeks 2–6: Five-week process towards 3D Visual Art product. Create in 3D e.g. Marquette for South African sculpture for public space - 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.	Weeks 2–4	Unit 6: Create in 3D: Sculpture in public places	346–355	248–253

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>		
			Unit	LB	TG
Visual Arts					
Create in 3D	Weeks 6–11: Four-week process towards 2D Visual Art product. - Create in 3D e.g. Marquette for South African sculpture for public space - Emphasis is on imaginative representation; conscious use of space; spatial awareness: developing understanding of plane, depth, and visual perspective. - 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.	Weeks 5–6	Unit 6: Create in 3D: Sculpture in public places	346–355	248–253
Create in 2D	Still life to make public comment - 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. OR Create in 2D e.g. a logo using a South African motif - 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 7: Create in 2D: Still life as public comment	355–360	254–256
	Finalise artwork for assessment	Week 9	Unit 8: Create in 2D: Developing a logo	360–369	257–260
	Formal Assessment Task: Practical examination	Weeks 10–11			
	Formal Assessment Task: Examination (written)				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
	Dance Performance: Dance Conventions: consolidation of work done in Terms 1 and 2. • Warm Up: continue developing a routine by focusing on safe dance practice and kinaesthetic 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. Dance Improvisation and Composition • Exploration of dance elements: contrasting dynamics. Dance Theory and Literacy • 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).	Weeks 1–2	Unit 7: Dance performance	68–82	56–64
Dance performance					
Dance improvisation and composition					
Dance theory and literacy	Dance Performance • 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). Dance Improvisation and Composition • Exploring ideas, moods and/or thoughts through movement, using different stimuli. Dance Theory and Literacy • Dance terminology – reflect on Topic 2 in workbooks.	Weeks 3–4	Unit 8: Improvisation and composition	82–91	65–71

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance • 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 • Composition of movement sequence based on stimulus. Dance Theory and Literacy • Dance terminology – reflect in workbook on composition of movement sequence as in Topic 2.	Weeks 5–6	Unit 8: Improvisation and composition	82–91	65–71
	Dance improvisation and composition Dance theory and literacy Consolidate in preparation for formal assessment: • 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 • Composition of movement sequence based on stimulus. Dance Theory and Literacy • Comparison between two dance forms in South Africa: origin, culture, type of movements.	Weeks 7–8	Unit 9: Dance theory and literacy	91–94	72–76
Dance performance	Dance Performance Preparation towards the FAT. • Dance Improvisation and Composition • Composition of movement sequence based on stimulus.	Weeks 9–11			
	Formal Assessment Task: Dance performance				

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Music					
Music Literacy Music Listening Performing and Creating Music	- 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.	Week 1	Unit 7: Music literacy	278–290	203–209
	- 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.	Weeks 2–4	Unit 8: Music listening	290–292	210–211
	- 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.	Weeks 5–6			
	- 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 7			
	- 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).	Weeks 8–9	Unit 9: Performing and creating music	292–297	212–214
	Formal Assessment Task: Practical performance	Weeks 10–11			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Drama					
Dramatic skills development	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
	Improvisation Purpose of Performance: To educate, enlighten, entertain, mobilise, inform, etc.	Week 2	Unit 9: Drama elements in playmaking – a polished improvisation	180–189	237–143
	Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities.	Week 3			
	Improvisation Target Audience: Age group, economic, social and political background.	Week 4			
	- Voice: relaxation, breathing and resonance exercises. - Physical: trust activities with partners and in small groups. - Develop Improvisation: Most important moments/ highlights, effective words or dialogue and crucial movements.	Week 5	Unit 10: Appreciation and reflection	190–191	144–145
Drama elements in playmaking	- Voice: relaxation, breathing and resonance exercises. - Physical: mirror work (using slow, controlled mirroring of narrative mime sequences) Improvisation - Basic Staging Conventions and Technical Resources: – stage space – placing of actors – movement patterns – props – set pieces – costume pieces				
	- Voice: relaxation, breathing and resonance exercises. - Physical: lead and follow movements in pairs, small groups and as a class. Improvisation - Basic Staging Conventions and Technical Resources: • audience – sound – basic lighting				

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>		
			Unit	LB	TG
Drama					
Dramatic skills development	• 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.	Week 6	Unit 10: Appreciation and reflection	190–191	144–145
Drama elements in playmaking	• Voice: relaxation, breathing and articulation exercises. • Physical: explore character and mood through movement. • Polished Improvisation: Practise the drama and refine for final performance.	Weeks 7–9			
	Formal Assessment Task: • Classroom improvised drama or • Recording/filming of improvised drama	Weeks 10–11			
Visual Arts					
Visual Literacy	Do reflection and recap of previous term’s concepts/skills: including any of the following activities: • 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	370–371	261–262
Create in 2D and 3D (reflection and recap)					
Create in 2D	Weeks 2–5: Five-week process towards 2D Visual Art product. Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) • Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). • Art elements and design principles: exploration in own scraperboard (if possible). • Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. • Variation of paper size and format: encourage working in different scale and degrees of detail.	Weeks 2–5	Unit 10: Create in 2D: Make a social comment in black and white	376–382	265–267
Visual Literacy					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 2D Visual Literacy	Weeks 6–11: Five-week process towards 2D Visual Art product. Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) - 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 6–8	Unit 10: Create in 2D: Make a social comment in black and white	376–382	265–267
	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) - 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.	Week 9–11	Unit 12: Create in 2D: Your popular culture artwork	387–391	270–273

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>			
			Unit	LB	TG	
Dance						
Dance performance Dance improvisation and composition Dance theory and literacy	Dance Performance - 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 - Revise dance theory and literacy of Terms 1 to 3.	Weeks 1–2	Unit 10: Dance performance	95–99	78–82	
	Dance Performance - Mastery of the dance class: attention to detail, correct posture and alignment, and safe landings from aerial movements, in preparation for formal assessment. Group/Individual dance sequence: commitment to movement, focus, musicality and spatial awareness between dancer/s. Dance Improvisation and Composition - Composition of a movement sequence (individual, with a partner or in a group), using a theme with a prop. Dance Theory and Literacy - Reflect on dance theory and literacy in workbook.	Weeks 3–4	Unit 11: Improvisation and composition	100–103	83–86	
	Dance Performance - Mastery of the dance class: consolidate from previous week. Group/Individual dance sequence: commitment to movement, focus, musicality and spatial awareness between dancer/s. Dance Improvisation and Composition - Continue with movement sequence, exploring with a poem, rap, song / music, incorporating composition structures. Dance Theory and Literacy - Reflection on own dance experiences. Reflection on Topic 2 - movement sequence.	Weeks 5–6	Unit 12: Dance theory and literacy	103–105	86–90	

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Dance					
Dance performance	Dance Performance Practical Classwork in preparation for Formal Assessment Task.				
Dance improvisation and composition	Dance Improvisation and Composition Movement sequence in preparation for Formal Assessment Task.	Weeks 7–8	Unit 12: Dance theory and literacy	103–105	86–90
Dance theory and literacy	Dance Theory and Literacy Reflection on own dance experiences and year's theory work in preparation for Formal Written Assessment				
	Formal Assessment Task: Dance performance	Weeks 9–10			
	Formal Assessment Task: Written assessment				
Music					
Music Literacy	Revision and applying of content: - 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
Music Listening	Revision and applying of content: - 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. - Discussion of the National Anthem reflecting on the following: - The contributors to the anthem - The meaning of the text of the anthem.	Weeks 2–3	Unit 11: Music listening	305–308	220–222
Performing and creating music					

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Music					
Music Literacy	Revision and applying of content: - 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. - Creating an advertisement for a product or event using own lyrics and music.	Weeks 4–5	Unit 11: Music listening	305–308	220–222
Music Listening					
Performing and creating music	- Creating an advertisement for a product or event using own lyrics and music. - Prepare group/solo performance.	Weeks 6–8	Unit 12: Performing and creating music	308–315	223–227
	Formal Assessment Task: Practical performance	Weeks 9–10			
	Formal Assessment Task: Written assessment				
Drama					
Dramatic skills development	- Voice: relaxation and breathing exercises. - Physical: posture (neutral position), release tension, loosen and energeise the body activities.	Week 1	Unit 11: Dramatic skills development`	192–194	147–148
Interpretation and performance: Scene work (theatre/television/radio drama)	Interpretation and Performance Skills – Scene Work Text analysis (dialogues from a play or a television script).	Week 2			
	Interpretation and Performance Skills – Scene Work - Voice: relaxation and breathing exercises. - Physical: posture (neutral position), release tension, loosen and energeise the body activities. - Interpretation of character/s. Emotional connection. - Vocal and physical characterisation. - Voice: intonation, tone and projection exercises. - Physical: physical relationships in pairs activities.	Week 3			

Topic	Content	Time allocation	Where to find it in <i>Top Class Creative Arts Grade 9</i>		
			Unit	LB	TG
Drama					
Dramatic skills development Interpretation and performance: Scene work (theatre/ television/radio drama)	- Voice: intonation, tone and projection exercises. - Physical: physical relationships in pairs or larger groups activities.	Week 4	Unit 12: Interpretation and performance of a choice of dramatic forms	194–220	149–160
	- Interpretation and Performance Skills – Scene Work - Interaction - listening and responsiveness, stay in character. - Audience contact - memorable, engaging and effective presentation.	Week 5	Unit 13: Appreciation and reflection	221–224	161–163
	- Voice: intonation, tone and projection exercises. - Physical: status play activities.	Weeks 6–10			
	- Interpretation and Performance Skills – Scene Work - Rehearsal, preparing for final performance				
Formal Assessment Task: Group performance					
Formal Assessment Task: Examination (written)					
Visual Arts					
Visual Literacy Create in 2D and 3D (reflection and recap)	Do reflection and recap of previous term's concepts/skills: including any of the following activities: - 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	392–393	274
Create in 3D Visual Literacy	Weeks 2–5: Four-week process towards 3D Visual Art product. Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects.	Week 2	Unit 14: Create in 3D: Making a sock puppet	398–402	277–279

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 3D Visual Literacy	- Art elements and design principles: use to create puppet in 3D. Visual Literacy: - 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.	Week 2	Unit 14: Create in 3D: Making a sock puppet	398–402	277–279
	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects.	Week 3	Unit 13: Visual literacy: Puppetry, ventriloquists and current events	393–397	275–276
	- 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. Visual Literacy: Continue from previous week				
	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary - 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)..	Weeks 4–5			

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 3D Visual Literacy	- 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. Visual Literacy: Continue from previous week	Weeks 4–5	Unit 13: Visual literacy: Puppetry, ventriloquists and current events	393–397	275–276
Create in 2D	Weeks 6–9: Four-week process towards 2D Visual Art product. Create in 2D e.g. life drawing of model - 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. Or Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world - 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.	Week 6	Unit 15A: Create in 2D: Life drawing with written reflection OR Unit 15B: Create in 2D: Global theme	403–406 407–411	280–289

Topic	Content	Time allocation	Where to find it in Top Class Creative Arts Grade 9		
			Unit	LB	TG
Visual Arts					
Create in 2D	Create in 2D e.g. life drawing of model • 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. • Deepen and extend various approaches to drawing: line, tone, texture; mark-making. Or Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world • 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.	Weeks 7–8	Unit 15A: Create in 2D: Life drawing with written reflection OR Unit 15B: Create in 2D: Global theme	403–406	280–289
	Formal Assessment Task: Create in 2D Complete and exhibit artwork for formative assessment. Formal Assessment Task: Examination (written)	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	
	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	
	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	
	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	
	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	
	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	
	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	
	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	
	Written examination	

PROGRAMME OF ASSESSMENT

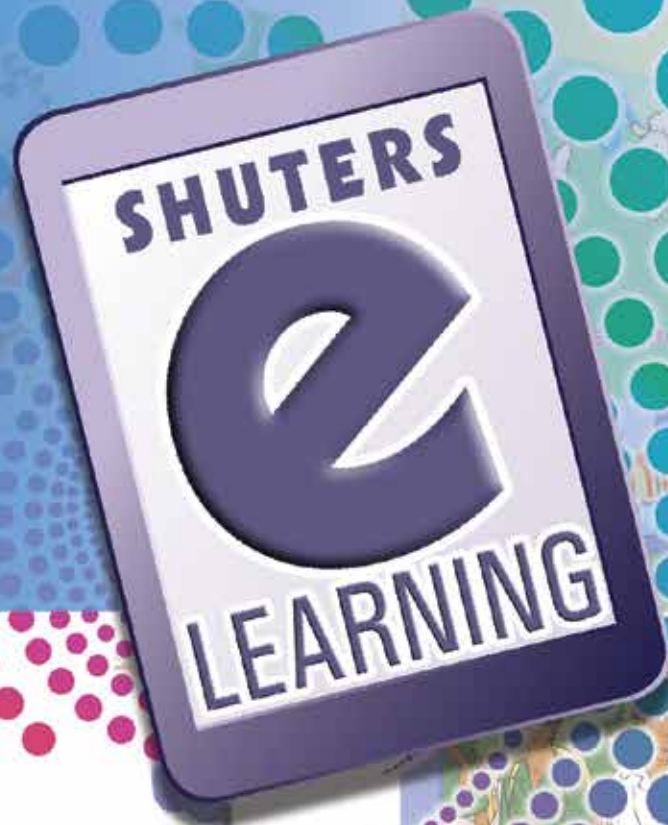
Dance • Grade 9		
Term	Assessment task	Page reference
1	Dance performance	See TG page x
2	Dance performance	
	Written task	
3	Dance performance	
4	Dance performance	
	Written task	

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	
	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	
	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	
	Written examination	

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