

## SECTION 4: ASSESSMENT

### 4.1 Introduction

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

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

In Creative Arts the approach to assessment and feedback should be constructive and encouraging to build learners' confidence. Great care should be taken to avoid negative, hurtful or personal remarks. The emphasis in the Creative Arts in the Senior Phase should be mostly on practical assessments rather than written examinations.

***Due to the short time allocated for each art form (1 hour per week), assessments must be part of learning and not seen as a separate event.***

### 4.2 Informal daily assessment

The purpose of assessment for learning is to continuously collect information on learners' achievements. This information is then used to improve their learning.

Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

***Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be available in the learners' evidence of work (files/ workbooks/portfolios/source books/note books etc). It is important that informal tasks are available as evidence of the process of the learners' journey towards the final product. These tasks are important building blocks in the process towards the final product. Teachers should administer at least 4 informal formative tasks per art form per term (to a total of a minimum of 8 informal formative tasks per term for the subject, Creative Arts).***

***These informal assessment tasks can include the following: journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings etc.***

***. All effort should be made to include activities that would enhance learners' proficiency in languages. The terminology of the specific art form should be taught and continuously be reinforced.***

### 4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. Teachers' files should reflect careful planning and preparation of the Formal

Assessment Tasks. The evidence of these tasks must be visible in learners' workbooks/files/sourcebooks, etc. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. It should be planned and developed as a step by step and interrelated set of formative assessment activities. The activities should be done in class and be mediated by the teacher to ensure active, creative and critical participation by all learners. The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

The following are examples of forms of assessment that can be used for informal or formal assessment:

### **1. Project**

The project will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

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

### **2 Written tasks: design and make, case study, source-based, assignment and test**

The list provides forms of assessment that will serve as a written task in Grades 4 to 9. Teachers must ensure that learners are exposed to do a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment across the grades.

#### **1) Design and make**

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

Examples:

- Make a collage or poster that describes character, set design or as required by the ATP with.

#### **2) Assignment**

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project in that it does not require of learners to collect, analyse and/or evaluate data and information that will result in the synthesising of the findings. It however, will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length. The focus will be determined by the content covered according to the annual teaching plan. The

teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

### 3) **Case study**

A case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Case studies will assess whether a learner can apply knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

### 4) **Source based assessment**

A source-based assessment will involve a detailed description of a specific source or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Source-based assessment will assess whether a learner can apply knowledge, skills and values to familiar or unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task.

### 5) **Test**

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, can also be a very useful formative tool.

## 3. **Examinations**

Examinations of at least 60 minutes each will be administered twice a year as part of the internal examination timetable of the school/district/province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question will be incorporated and the focus will be on the application of knowledge in an integrated manner. The mid-year examination will cover the content for terms 1 and 2 and end-of-year examination will cover the work done throughout the year

## 4. **Research**

It is a means of gathering and recording information and then presenting it to others in a way that is meaningful.

## 5. **Presentations: oral presentations; demonstrations**

### • **Oral presentations**

It is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, speech meant to inform persuade or build goodwill or present a new idea or product.

### • **Demonstrations**

The act, process or means of making evident or proving an explanation by example, experiment etc. A demonstration will be showing how something works or is used specifically to illustrate functionality.

## 6. **Practical Assessment Tasks**

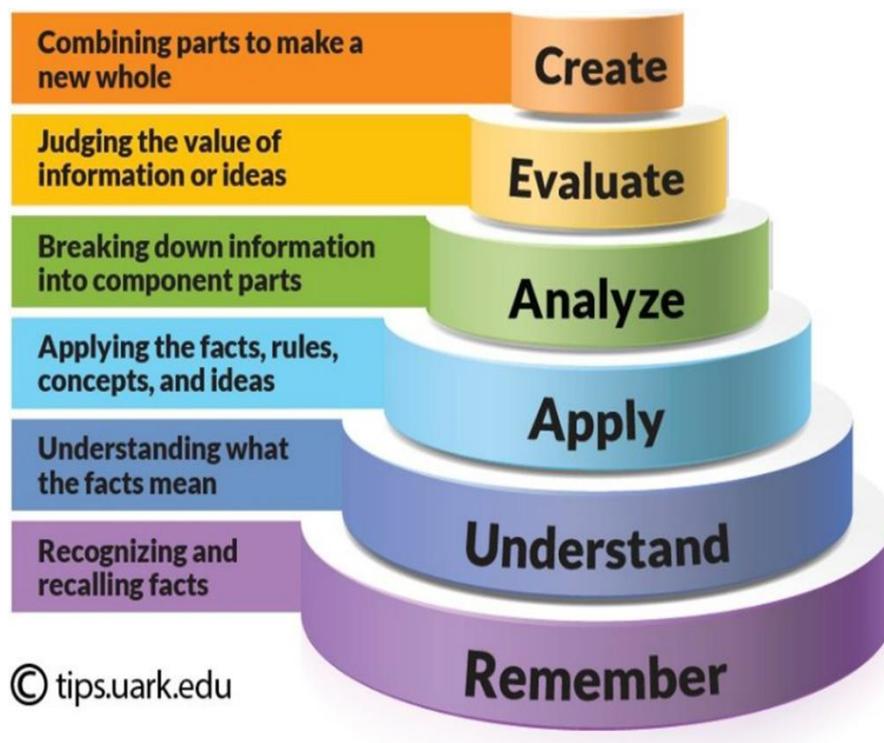
Practical Assessment Tasks involves learners observing or manipulating real objects or materials or they witness a teacher demonstration. Practical work can: motivate learners by stimulating interest and enjoyment.

The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

When developing formal assessment tasks, the teacher must design the learning and teaching activities in such a way that they adhere to the weighting of cognitive levels as indicated below. These levels should inform the learning, teaching and assessment strategies of each task.

<b>COGNITIVE LEVELS FOR SETTING FORMAL ASSESSMENT TASKS</b>			
<b>Cognitive Levels</b>	<b>Action word/ instruction</b>	<b>% of Task</b>	<b>Marks (per cognitive level)</b>
			<b>Grades 7 - 9</b>
Low Order Remembering / Recall	Recall, multiple choice, fill in, match, underline, true/ false statements, name, list, label, identify, describe, define, memorise	30%	15
Medium Order Understanding / Applying	Interpret, apply, analyse, compare, demonstrate, complete, summarise, discuss	40%	20
High Order Analysing / Evaluating / Creating	Create, compose, design, explain, critique, defend, solve, justify, recommend, construct, propose, invent, exhibit	30%	15
<b>Total Marks</b>			50

Because learning objectives describe a very wide range of different types of learning, we need a “common language” for describing learning. Taxonomies can provide such a language. It allows for a systematic approach to describe and classify the things we want learners to achieve (the learning objectives), the teaching strategies we use to help them learn, and the assessment strategy that tell us what they have learned. Blooms Taxonomy is recommended as an appropriate taxonomy for Creative Arts.



**Written Examination:** No formal written test will be written in Terms 1 and 3.

The Test / Examination must include theory of the arts (elements, concepts, definitions), history of the genres / styles, healthcare, composition, improvisation and reflection (understanding of the arts). Learners could write both art forms as ONE question paper or write TWO separate question papers, ONE for each art form.

When developing examination papers, the following grid should be attached and presented for moderation. This grid would ensure that question papers are constructed according to the various levels of complexity. Questions should

vary in the degree of difficulty: longer and shorter questions aimed at different levels of factual, intellectual and critical thinking.

<b>PAPER ANALYSIS: 100 marks (two art forms)</b>						
<b>Question</b>	<b>Lower order: 30%</b>	<b>Middle order: 40%</b>		<b>Higher order: 30%</b>		
	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>	<b>Synthesis</b>
1.1 (20)	6	5	3	4		2
2.1 (4)	4					
2.2 (8)	2		2	4		
2.3 (8)	2		4	2		
3.1 (12)	2	2	4			2
3.2 (8)	2		4	2		
4.1 (8)			4	2	2	
4.2 (12)	6		4	2		
5.1 (4)	4					
5.2 (8)			4	4		
5.3 (8)	2		4	2		
<b>TOTAL: 100</b>	<b>30</b>	<b>40</b>		<b>30</b>		

**Practical work:** Assessment should track progress through class observation of practical work and build up to a final practical assessment task in each art form in the fourth term. Regular practice every week is necessary to build skills. Practical Assessment Tasks will be done in each term. It allows for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. Teachers must be allowed additional time during the examination period to complete the practical assessment. This additional time will depend on the number of learners registered per grade.

**Written work:** Due to the shortage of time, written assessments are limited to one written assignment/test per art form per year and an end-of-year written examination paper. The mid-year examination will assess the work done in Terms 1 and 2. The end-of-year examination will assess the work done throughout the year.

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Practical Art form 1 &amp; 2 Work for Term 1</b>	<b>Mid-Year Exam Art form 1 &amp; 2 Work for terms 1 &amp; 2</b>	<b>Practical Art form 1 &amp; 2 Work for Term 3</b>	<b>End-of Year Exam Art form 1 &amp; 2 Work done throughout the year</b>

### Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. In the Senior Phase, school-based assessment counts for 40% and the end-of-year examination count for 60%. The requirements (number and nature of tasks) and weighting for Creative Arts are indicated below:

## CREATIVE ARTS PROGRAMME OF ASSESSMENT

	TERM 1		TERM 2		TERM 3		TERM 4	
	Art Form 1	Art Form 2						
<b>Form/types of assessment</b>	Practical Task	Practical Task	Written Exam	Written Exam	Practical Task	Practical Task	Written Exam	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric	Rubric & Memo	Rubric & Memo	Rubric	Rubric	Rubric & Memo	Rubric & Memo
<b>Time Allocation</b>	Week 7-10							
<b>Date Of Completion</b>	End Of Term							
<b>Total Marks</b>	50	50	50	50	50	50	50	<b>Total Marks</b>
<b>Weighting</b>	50	50	50	50	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	5	5	10	10	30	30
<b>Content Focus: Knowledge and Skills</b>	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term

Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be recorded in the learners' files/ workbooks. These informal tasks do not have to be formally assessed by the teacher. These tasks are important building blocks in the process towards the final product.

These informal assessment tasks to include the following: journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings, audio recordings, checklists etc.

## 4. PROGRAMME OF ASSESSMENT: DANCE GRADE 7

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>
<b>Form/types of assessment</b>	Practical Task: Performance Solo/Group	Written Exam	Practical Task: Performance Solo/Group	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	Topic1: Performance Topic2:Technique and improvisation  As per ATP per term	Topic 3: : Dance Theory and literacy Term 1 & 2 work As per ATP	Topic 1: Performance Topic 2: Technique and  As per ATP per term	Topic 3: Dance Theory and Literacy Term 1-3 As per ATP per term

## PROGRAMME OF ASSESSMENT: DANCE GRADE 8

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Form/types of assessment</b>	Practical Task: Performance	Written Exam	Practical Task: Performance	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<b>Practical:</b> Topic 1: Dance performance. Topic 2: Improvisation and composition As per ATP.	<b>Written Exam:</b> Topic 3: Dance theory and literacy (Term 1 & 2) as per ATP.	<b>Practical:</b> Topic 1: Dance performance. Topic 2: Improvisation and composition as per ATP.	<b>Written Exam:</b> Topic 3: Dance theory and literacy as per ATP.

## PROGRAMME OF ASSESSMENT: DANCE Grade 9

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Form/types of assessment</b>	Practical Task: Performance solo / group	Written Exam	Practical Task: Performance solo / group	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Memo	Rubric	Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	Topic1: Performance Topic2:Technique and improvisation : As per ATP.	Topic 3: Dance Theory and Literacy Term 1 & 2 work. As per ATP.	Topic 1: Performance Topic 2:Technique and improvisation: As per ATP.	Topic 3:Dance Theory and Literacy The whole year's work. As per ATP.

## PROGRAMME OF ASSESSMENT: DRAMA GRADE 7

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<b>Drama</b>	<b>Drama</b>	<b>Drama</b>	<b>Drama</b>
<b>Form/types of assessment</b>	Practical Task: Performance solo / group	Written Exam	Practical Task: Performance solo / group	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	Topic 1 & 2: Classroom playmaking/ improvisation: Process and Performance (group work) As per ATP.	Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 5: Careers (terms 1 and 2) As per ATP.	Topic 1, 2 Polished performance: short improvised drama (group work) As per ATP	Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work during the year) Topic 5: Careers (terms 3 and 4) As per ATP.

## PROGRAMME OF ASSESSMENT: DRAMA GRADE 8

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<b>Drama</b>	<b>Drama</b>	<b>Drama</b>	<b>Drama</b>
<b>Form/types of assessment</b>	Practical Task: Performance solo / group	Written Exam	Practical Task: Performance solo / group	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	Topic 1 & 2: Classroom improvisation: Process and Performance (group work) As per ATP.	Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 4: Reflection on own and others' performance As per ATP.	Topic 1 & 2: Polished performance: short improvised drama (group work) with self-made technical resources As per ATP.	Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work during the year) Topic 5: Aspects of media and As per ATP.

## PROGRAMME OF ASSESSMENT: DRAMA GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
	Drama	Drama	Drama	Drama
<b>Form/types of assessment</b>	<b>Practical Task: Performance solo / group</b>	<b>Written Examination</b>	<b>Practical Task: Performance solo / group</b>	<b>Written examination</b>
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<p>Topic 1 &amp; 2: Classroom improvisation Process and Performance (group work) As per ATP.</p>	<p>Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 4: Reflection on own and others' performance, could include review of a play/live performance seen. Topic 5: Aspects of Media as explored in terms 1 and 2. As per ATP.</p>	<p>Topic 1 &amp; 2: Polished performance: short improvised drama (group work) with self-made technical resources. As per ATP.</p>	<p>Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work during the year) Topic 4: Reflection on own and others' performance As per ATP.</p>

## PROGRAMME OF ASSESSMENT: MUSIC GRADE 7

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Form/types of assessment</b>	Practical Task: Solo/group work performance	Written Exam	Practical Task: Solo and ensemble performance	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	Topic 3: Performing and creating music; breathing exercises, singing a repertoire of songs including National Anthem Of South Africa, folksongs and popular music, creating instrumental music, etc. As per ATP.	Topic 1: Music literacy; music literacy activities including Letter names of notes on the treble clef, Duration, Clapping or drumming short rhythmic phrases. NB: Work done in term 1 should also be included Topic 2: As per ATP	Topic 3: Performing and creating music; breathing exercises, singing a repertoire of songs including folksongs (indigenous and cultural songs), rounds and part singing, African drumming, etc. Also refer to ATP	Topic 1: Music Literacy; General music knowledge and music theory including Treble and bass clef, Letter names of notes on the treble and bass clef, Duration. NB: Work done in term 1-3 to be included. Also refer to ATP Topic 2: As per ATP

## PROGRAMME OF ASSESSMENT: MUSIC GRADE 8

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Form/types of assessment</b>	Practical Task: Solo/group work performance	Written Exam	Practical Task: Solo/ ensemble work performance	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<p>Topic 3: Performing and creating music; Breathing and technical exercises, singing of socially significant songs, group or solo performances from the standard repertoire of different musical styles:</p> <ul style="list-style-type: none"> <li>- Choral works - Group instrumental works - Solo vocal works - Solo instrumental works, etc</li> </ul>	<p>Topic 1: Music literacy; music literacy activities including Duration, Pitch, Reading musical notation, musical terminology (Dynamics and tempo). NB: work done in term 1 should also be included.</p> <p>Topic 2: As per ATP</p>	<p>Topic 3: Performing and creating music; Breathing and technical exercises, group or solo performances from different musical styles, Performing musical works that express a personal or social issue. Also refer to ATP</p>	<p>Topic 1: Music Literacy; General music knowledge and music theory including Duration, Pitch, musical terminology (tempo and Articulation). NB: work done in term 1-3 should also be included.</p> <p>Topic 2: As per ATP</p>

## PROGRAMME OF ASSESSMENT: MUSIC GRADE 9

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Form/types of assessment</b>	Practical Task: Solo/ensemble work performance	Written Exam	Practical Task: Solo/ensemble work performance	Written Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<p><b>Topic 3 :</b> Breathing and technical exercises including, Group or solo performances, As per ATP.</p>	<p><b>Topic 1</b> <b>Duration and pitch,</b> Key signatures of C, G, D and F Major, Ledger lines, Intervals, Triads on I, IV and V (close position). Also refer to ATP <b>Topic 2:</b> Refer to ATP</p>	<p><b>Topic 3</b> Breathing and technical exercises including; group or solo performances of, popular musical styles: Choral works, group instrumental, works, Solo vocal works, Solo instrumental works, adding music to words of a poem (four lines). Also refer to ATP</p>	<p><b>Topic 3 :</b> Writing the scales, key signatures, Ledger lines, intervals, triads. Also refer to ATP <b>Topic 2 :</b> Discussion of the National Anthem As per ATP</p>

## PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Form/types of assessment</b>	<b>Practical Task:</b> Create in 3D: Earthenware figures/African Masks	<b>Test/assignment:</b> Visual literacy: Investigation of local Crafter/Artist/Artwork/Style	<b>Practical Task</b> Create in 3D: Useful containers using recyclable materials OR Create in 2D: Collage; buildings as heritage	Written examination: General Visual Literacy knowledge and art theory,
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Art elements: shape/form, texture</li> <li>• Design principles: balance, proportion, emphasis, contrast</li> <li>• Modelling techniques: pinching, rolling, joining techniques, surface texture</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the artist in society</li> <li>• General Visual Literacy knowledge and art theory</li> </ul>	<ul style="list-style-type: none"> <li>• Art elements and design principles,</li> <li>• Observational drawing</li> <li>• Paper cut collage</li> <li>• Emphasis on learners' personal expression and interpretation of architecture</li> </ul>	<b>Written examination:</b> General Visual Literacy knowledge and art theory,

## PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Art form</b>	<b>Visual Arts</b>	<b>Visual Arts</b>	<b>Visual Arts</b>	<b>Visual Arts</b>
<b>Form/types of assessment</b>	<b>Practical Task:</b> Create in 3D: Mythological container	<b>Written Exam/ Test/assignment:</b> Visual literacy activities	<b>Essay/presentation:</b> Visual Literacy: Careers in the arts	<b>Written examination:</b> General Visual Literacy knowledge and art theory
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	10	30	5
<b>Content Focus: Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Art elements and design principles</li> <li>• Conscious application in crafting,</li> <li>• Spatial awareness</li> <li>• Modelling techniques</li> </ul>	General Visual Literacy knowledge and art theory	<ul style="list-style-type: none"> <li>• Art elements and design principles</li> <li>• Description of own and others' artwork</li> <li>• Critical thinking and response</li> <li>• Careers in the arts and design fields</li> </ul>	General Visual Literacy knowledge and art theory

## PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Art form</b>	<b>Visual Arts</b>	<b>Visual Arts</b>	<b>Visual Arts</b>	<b>Visual Arts</b>
<b>Form/types of assessment</b>	<b>Presentation:</b> Visual Literacy: The role of the artist in global society	<b>Written Exam</b> General Visual Literacy knowledge and art theory	<b>Practical Task:</b> Create in 2D: Personal example of popular culture	<b>Written Examination:</b> General Visual Literacy knowledge and art theory
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	50	50	50
<b>Weighting</b>	50	50	50	50
<b>SBA%/EXAM%</b>	5	5	10	30
<b>Content Focus: Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Art elements and design principles, use in own work,</li> <li>• Role of artist as contributor, observer and social commentator in global society As per ATP.</li> </ul>	General Visual Literacy knowledge and art theory As per ATP.	<ul style="list-style-type: none"> <li>• Art elements and design principles</li> <li>• Simple etching techniques,</li> <li>• The arts as popular culture As per ATP.</li> </ul>	General Visual Literacy knowledge and art theory As per ATP.

**NB Visual Arts:** The Informal tasks should be adapted to suit individual school contexts and themes should be relevant and be done as build up processes towards Formal Tasks, i.e. 2D should be done as a concept development towards 3D. Visual Literacy needs to be integrated in all practical activities.



