

# SUGGESTED PLANNING of TEACHING and ASSESSMENT

# Grade 7 Creative Arts: Music 2020

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
<b>CAPS topic</b>	<b>Music literacy</b>	<b>Music literacy</b>	<b>Music listening</b>	<b>Music listening</b>	<b>Performing and creating music</b>	<b>Performing and creating music</b>	<b>Performing and creating music</b>	<b>Performing and creating music</b>	<b>Formal Practical Assessment</b>	<b>Formal Practical Assessment</b>
<b>Concepts, skills and values</b>	<p><b>Treble clef:</b> Letter names of notes on the treble clef.</p> <p>Revision of the concept of note values (already covered in Grades 4-6) and cover all note values.</p> <p>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers.</p>	<p><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa. (do, re,mi,fa,so,la,ti,do)</p> <p>Following musical scores while listening to music.</p> <p>Duration: Introduction of the dotted note, also in relation to:</p> <ul style="list-style-type: none"> <li>crotchets</li> <li>quavers</li> <li>minims</li> <li>semibreves</li> <li>dotted minim</li> </ul> <p>Treble clef Duration: consolidation of content learned.</p> <p>Letter names of notes on the treble clef</p> <p>Clapping or drumming polyrhythmic phrases</p>	<p>Listening to performed music and identifying or describing the:</p> <ul style="list-style-type: none"> <li>beats including-duple (two beats), triple (three beats) and quadruple (four beats) meter</li> <li>instruments used in the performance.</li> <li>the story the music is telling (sad/happy, recognising a dance, march, etc.</li> </ul> <p>Following simple musical scores while listening to music.</p> <p>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</p>	<p>Listening to a variety of recorded or live music and describing the:</p> <ul style="list-style-type: none"> <li>Meter of the music as duple or triple or quadruple time</li> <li>Tempo (fast/slow)</li> <li>Dynamics (soft/loud)</li> <li>Meaning or story of the music</li> <li>Lyrics of the music</li> <li>Texture of the music</li> </ul> <p>Creating a graphic score (sound picture) of a music piece that has been listened to, e.g. storm, rain.</p> <p>Listening to the story the music is telling (sad /happy)</p>	<p>Breathing exercises</p> <p>Develop the ability to sing in tune through a repertoire of songs that include:</p> <ul style="list-style-type: none"> <li>National Anthem of South Africa</li> <li>folksongs (indigenous songs, cultural songs)</li> <li>popular music</li> <li>light music</li> <li>rounds</li> <li>part singing (songs with descants).</li> </ul>	<p>Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.</p> <p>Playing music from graphic scores</p> <p>Creating instrumental music in group and solo context:</p> <ul style="list-style-type: none"> <li>Rhythmic repetition through clapping or drumming</li> </ul> <p>Continuous development of in-tune singing through a repertoire of songs that include instruments learners may be studying (optional).</p>	<p>Performing and composing music that uses non-conventional notation, e.g. graphic scores</p> <p>African drumming</p> <p>Creating own vocal and instrumental music in group and solo context:</p> <ul style="list-style-type: none"> <li>melodic repetition (vocal or instrumental)</li> <li>melodic question and answer (vocal or instrumental)</li> <li>rhythmic improvisation on an ostinato or riff by clapping or drumming</li> <li>vocal or melodic improvisation on an ostinato or riff</li> <li>rhythmic improvisation on African drums</li> </ul>	<p>Performing music that uses non-conventional notation, e.g. graphic scores</p> <p>Accompanying songs with body percussion, self- made instruments and traditional instruments.</p> <p>Creating a sound picture based on a story or poem using the voice or instruments</p> <ul style="list-style-type: none"> <li>light music</li> <li>rounds</li> </ul> <p>Creating own vocal and instrumental music in group and solo context:</p> <ul style="list-style-type: none"> <li>rhythmic and melodic improvisation on an ostinato or riff</li> </ul> <p>Writing own four – line song, lyrics and melody based on a social issue</p>	<p>Group and solo performances of musical creation including all concepts covered during 1<sup>st</sup> term.</p> <p>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments.</p>	<p>Group and solo performances of musical creation including all concepts covered during 1<sup>st</sup> term.</p>
<b>Requisite pre-knowledge</b>	Basic understanding of stave, treble clef and position of Letter Names with relation to the lines and spaces, Basic understanding of Letter Names and the notes on the lines and spaces; crotchets, minims and quavers. Elementary use of non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- solfa through songs.								Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette	
<b>Resources (other than textbook) to enhance learning</b>	<p>Workbook</p> <p>Sheet with stave</p> <p>Poster with stave and treble clef</p> <p>Flashcards with crotchets, minims and quavers, semibreves, semiquavers</p> <p>Poster with short rhythmic patterns (for drumming)</p> <p>Drums, sticks, maracas, tambourines, (any non-melodic musical instrument).</p>	<p>Workbook:</p> <p>Poster /copy of short well-known songs.</p> <p>CD player with selected songs.</p> <p>Flashcards with minims, crotchets, quavers, semibreves, dotted minim.</p>	<p>CD with selected music (classic)</p> <p>Musical scores</p>	<p>CD with music</p> <p>News print, Koki’s, colouring pencils etc. (graphic score)</p>	<p>Score sheets with repertoire of music</p> <p>Compilation of various songs.</p> <p>Sound system /music equipment</p> <p>DVD, CD, Sheet music, Recorded music on USB</p> <p>Non- melodic musical instruments e.g. Drum, rattle, maracas, sticks, tambourine</p>	<p>Non-melodic (drums, sticks), and melodic (recorder, guitar, violin) musical instruments</p>	<p>Drums / body percussion/ clapping</p> <p>Score with graphic music</p> <p>Music system</p>		<p>Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera (optional)</p> <p>Music system</p>	
Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc.										
Continuous informal assessment through observation, classroom discussions, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher										
<b>Informal assessm; remediation</b>	<p>Music Literacy quizzes to consolidate concepts learned during first week (written sheet or music workbook.)</p>	<p><b>Workbook:</b> Practical consolidation/ revision of treble clef as well as crotchets, quavers, minims using rhythmic patterns and well-known songs Short written test to Consolidate concepts.</p>	<p>Workbooks. Questionnaire for group and individual listening.</p>	<p>Observation, Side coaching on group work creating graphic score</p> <p>Listening to selected pieces of music.</p>	<p>Workbook: worksheet Discussion of each song: history, mood, era, etc.</p>	<p>Peer assessment: performing in groups using graphic music scores</p>	<p>Workbook: Group work creating graphic scores to perform own music</p>	<p>Teacher observation and feedback on understanding of riff/ ostinato and highlights it in their performance</p>	<p>Classroom discussion and reflection on performances.</p>	
<b>SBA (Formal Assessment)</b>					Supporting learners /groups rendering assistance with their creation of their practical performance.	Observational support of practical music processes.	Support and intervention with learners’ performance.	Supporting towards final practical music performance.	<b>Formal Assessment Task: Practical Music Performance</b> <b>50 marks assessed with a rubric:</b> <b>Practical performance by individual and/or groups</b>	

TERM 2 39 days	1 – 5 June	8-12 June	15 – 19 June (4 days)	22 -26 Jun	29 Jun – 3 July	6 – 10 July	13 – 17 July	20 – 24 July
<b>CAPS topic</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>
<b>Concepts, skills and values</b>	Breathing exercises and warm up  Letter names of the notes on the treble clef.  Duration: Introduction of the notes, also in relation to: -crotchets -quavers -minims -semibreves -dotted minim  Clapping or drumming short rhythmic phrases that use crotchets, minims, quavers, dotted minims and semibreves.	Breathing exercises and warm up  <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.  Duration: Introduction of the dotted note, also in relation to: crotchets • quavers • minims • semibreves • dotted minim  Clapping or drumming short rhythmic phrases that use crotchets, minims, quavers, dotted minims and semibreves.	Breathing exercises and warm up  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 or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Meaning or story of the music • Lyrics of the music • Texture of the music	Breathing exercises and warm up  Listening to a variety of recorded or live music and describing the: • Meter of the music as duple or triple or quadruple time  Creating a graphic score (sound picture) of a music piece that has been listened to, e.g. storm, rain, the sea, fast flowing river	Breathing exercises and warm up  Continuous development of in-tune singing through a repertoire of songs that include -folksongs (indigenous songs, cultural songs); -light music; -rounds  Elementary use of non-melodic instruments and body percussion	Breathing exercises and warm up  Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Breathing exercises and warm up  Creating own vocal and instrumental music in group and solo context: • melodic repetition (vocal or instrumental) • melodic question and answer (vocal or instrumental)  Revision of music literacy terminology	Breathing exercises and warm up  Performing own vocal and instrumental music in group and solo context: • rhythmic improvisation on an ostinato or riff by clapping or drumming • vocal or melodic improvisation on an ostinato or riff • rhythmic improvisation on African drums
<b>Requisite pre-knowledge</b>	Basic understanding through revision of concepts done in 1 <sup>st</sup> term.	Musical literacy should be developed through the songs and instrumental pieces learners perform and through active listening to music performed by others.	Music literacy, listening and performing should be taught as a unit throughout the term.	Music literacy, listening and performing should be taught as a unit throughout the term.	Elementary use of non-melodic instruments and body percussion	Elementary use of non-melodic instruments and drum techniques	Revision of music literacy terminology	
<b>Resources (other than textbook) to enhance learning</b>	Sheet with stave Poster with stave and treble clef Flashcards with crotchets, minims and quavers, semibreves, semiquavers Poster with short rhythmic patterns (for drumming) Drums, sticks, maracas, tambourines, (any non- melodic musical instrument).	Sheet with stave Poster with stave and treble clef Flashcards with crotchets, minims and quavers, semibreves, semiquavers Poster with short rhythmic patterns (for drumming) Drums, sticks, maracas, tambourines, (any non- melodic musical instrument).	Music system with compilation of a variety of recorded music.	Music system with compilation of a variety of recorded music.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.
<b>Informal assessment; remediation</b>	Musical literacy focusses a great deal of the acquisition of knowledge and correct terminology of the subject.				Informal assessment to render technical support with regard to performance			Informal assessment
<b>SBA (Formal Assessment)</b>	INFORMAL ASSESSMENT							No Formal Assessment

TERM 3 37 days	3 – 7 Aug	11 – 14 Aug (4 days)	17 – 21 Aug	24 – 28 Aug	31 Aug – 4 Sep	7 – 11 Sep	14 – 18 Sep	21 – 23 Sep
<b>CAPS topic</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music. %</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music.</b>
<b>Concepts, skills and values</b>	Breathing exercises and warm up  Bass clef.  Letter names of notes on the bass clef.  Revision of: Duration: Consolidation of the notes, also in relation to: -crotchets -quavers -minims -semibreves -dotted minim  Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers.	Breathing exercises and warm up  <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.  Following musical scores while listening to music.  Consolidation: treble and bass clef: - letter names of notes.  Introduction of concept of polyrhythms	Breathing exercises and warm up  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 or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Meaning or story of the music • Lyrics of the music • Texture of the music	Breathing exercises and warm up  Listening to a variety of recorded or live music and describing the: • Meter of the music as duple or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Meaning or story of the music • Lyrics of the music • Texture of the music	Breathing exercises and warm up  Continuous development of in-tune singing through a repertoire of songs that include:  -part singing (songs with descants; soprano/soprano; soprano/alto; soprano/baritone))  Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.  Performing and composing music that uses non-conventional notation, e.g. graphic scores.	Breathing exercises and warm up  Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.  African drumming  Introduction of the use of poems and short stories to create a sound picture.	Breathing exercises and warm up  African drumming  Creating a sound picture based on a story or poem using the voice or instruments.	Breathing exercises and warm up  Performing and composing music that uses non-conventional notation, e.g. graphic scores  African drumming  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 an ostinato or riff by clapping or drumming • Vocal or Melodic improvisation on an ostinato or riff
<b>Requisite pre-knowledge</b>	Consolidation of learner basic understanding of bass and treble clef and letter notes.	Consolidation of learner' basic understanding of bass and treble clef and letter notes. Musical literacy should be developed through the songs and instrumental pieces learners perform and through active listening to music performed by others.	Music literacy, listening and performing should be taught and complement each other throughout the term.	Music literacy, listening and performing should be taught and complement each other throughout the term.	Music literacy, listening and performing should be taught and complement each other throughout the term.	Basic drumming technics	Basic drumming technics.	Consolidation of skills taught throughout the term.

<b>Resources (other than textbook) to enhance learning</b>	Poster with short rhythmic patterns (for drumming Drums, sticks, maracas, tambourines, (any non- melodic musical instrument). Sheet with stave.	Poster with stave and treble clef Flashcards with crotchets, minims and quavers, semibreves, semiquavers	Poster with short rhythmic patterns (for drumming Drums, sticks, maracas, tambourines, (any non- melodic musical instrument).	Repertoire of music. Music system with a compilation of recorded music to support the practical music performances.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Drums if available or any self-made non- melodic musical instruments.  (Sticks, castanets, maracas tambourine, etc.)	Drums if available or any self-made non- melodic musical instruments.  (Sticks, castanets, maracas tambourine, etc.)	Musical instruments or self –made non- melodic instruments.
<b>Informal assess; remediation</b>					Informal assessment to render technical support with regard to performance	Informal assessment to render technical support with regard to performance		Rehearsal towards polished Music performance.
<b>SBA (Formal Assessment)</b>								<b>Formal assessment: Practical Performance 50 marks</b>

TERM 4 35 days	28 Sep – 2 Oct	5 – 9 Oct	12 – 16 Oct	19 – 23 Oct	26 – 30 Oct	2 – 6 Nov	9 – 13 Nov	Examination
<b>CAPS topic</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Music literacy Music listening Performing and creating music.</b>	<b>Practical and Written Examination</b>
<b>Topic, concepts, skills and values</b>	Breathing exercises and warm up  Treble and bass clef.  Letter names of notes on the treble and bass clef.  Duration: Consolidation of the notes, also in relation to: -crotchets -quavers -minims -semibreves -dotted minim  Clapping or drumming short rhythmic phrases that use crotchets, minims; semibreves, quavers and semiquavers.  Clapping or drumming polyrhythmic phrases	Breathing exercises and warm up  <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.  Clapping or drumming polyrhythmic phrases	Breathing exercises and warm up  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 or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Meaning or story of the music • Lyrics of the music • Texture of the music	Breathing exercises and warm up  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 or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Meaning or story of the music • Lyrics of the music • Texture of the music	Breathing exercises and warm up  Develop the ability to sing in tune through a repertoire of songs that include:  • folksongs (indigenous songs, cultural songs) • light music • rounds • descants; soprano/soprano; soprano/alto; soprano/baritone) Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.  African drumming	Breathing exercises and warm up  Develop the ability to sing in tune through a repertoire of songs that include:  • folksongs (indigenous songs, cultural songs) • light music • rounds • descants; soprano/soprano; soprano/alto; soprano/baritone  Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.	Breathing exercises and warm up  Develop the ability to sing in tune through a repertoire of songs that include: • folksongs (indigenous songs, cultural songs) • light music • rounds • descants; soprano/soprano; soprano/alto; soprano/baritone  Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.	<b>Preparation and consolidation of Written Music paper: Content is made up of notes in learners’ workbooks (Music Literacy) on all the practical and theoretical work done.</b>  <b>FORMAL ASSESSMENT:</b> <b>Written examination: 50 marks</b>  <b>Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%</b>
<b>Requisite pre-knowledge</b>	Consolidation of learner’ basic understanding of bass and treble clef and letter notes.	Musical literacy should be developed through the songs and instrumental pieces learners perform and through active listening to music performed by others.	Consolidation of learners’ basic understanding of elements of music.	Consolidation of learners’ basic understanding of elements of music.	Basic drumming technics to assist performance.	Musical literacy should be developed through the songs and instrumental pieces learners perform and through active listening to music performed by others.	Musical literacy should be developed through the songs and instrumental pieces learners perform and through active listening to music performed by others.	
<b>Resources (other than textbook) to enhance learning</b>	Flashcards with crotchets, minims and quavers, semibreves, semiquavers Poster with short rhythmic patterns (for drumming Drums, sticks, maracas, tambourines, (any non- melodic musical instrument).  Poster with stave and treble clef.	Sheet with stave Poster with stave and treble clef Flashcards with crotchets, minims and quavers, semibreves, semiquavers Poster with short rhythmic patterns (for drumming Drums, sticks, maracas, tambourines, (any non- melodic musical instrument).	Repertoire of music. Music system with a compilation of recorded music to support the practical music performances.	Poster, paper, Koki’s etc. to create the graphic score on.	Repertoire of music. Music system with a compilation of recorded music to support the practical music performances.  Area at school conducive to group performance (singing and instrumental ensemble)	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	Self- found or self –made instruments, traditional instruments, Orff instruments including instruments that learners are studying.	
<b>Informal assess; remediation</b>				Informal peer assessment Informal assessment to render technical support on performance	Informal assessment to render technical support regarding performance	Informal assessment to render technical support regarding performance	Informal assessment to render technical support regarding performance	
<b>SBA (Formal Assessment)</b>								<b>WRITTEN EXAMINATION</b>