

# SUGGESTED PLANNING of TEACHING and ASSESSMENT

# Grade 7 Creative Arts: Visual Arts 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	
CAPS topic	Create in 2D	Create in 2	Visual literacy	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Visual literacy	Formal Practical Assessment (3D)	
Concepts, skills and values	Drawing and painting: exploring a variety of media and techniques <ul style="list-style-type: none"> <li>line, tone, texture, mark-making</li> <li>Art elements – line, tone, texture, shape</li> <li>Design principles – balance, contrast, emphasis</li> <li>Observational projects (small objects and still life arrangements)</li> <li>Variation of paper size and format</li> </ul>	Drawing and painting: exploring a variety of media and techniques <ul style="list-style-type: none"> <li>line, tone, texture, mark-making</li> <li>Art elements – line, tone, texture, shape</li> <li>Design principles – balance, contrast, emphasis</li> <li>Observational projects (small objects and still life arrangements)</li> <li>Variation of paper size and format</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks - shape, line, tone, texture, colour</li> <li>Design principles: description of artworks - balance, proportion, emphasis and contrast</li> <li>Personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage</li> <li>Communication skills: talking, listening and looking; discuss art, craft, design-formulate values &amp; learn respect for the opinions, visual expression of others</li> </ul>	<ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, monochromatic colour</li> <li>Design principles: proportion, emphasis, contrast</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining</li> <li>Concern for the environment: use of recyclable materials</li> <li>Sharing resources</li> </ul>	<ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, monochromatic colour</li> <li>Design principles: proportion, emphasis, contrast</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining</li> <li>Concern for the environment: use of recyclable materials</li> <li>Sharing resources</li> </ul>	<ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, monochromatic colour</li> <li>Design principles: proportion, emphasis, contrast</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining</li> <li>Concern for the environment: use of recyclable materials</li> <li>Sharing resources</li> </ul>	<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>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>Art Elements: description of artworks (shape, line, tone, texture, colour)</li> <li>Design principles description of artworks: proportion, harmony, rhythm, emphasis, contrast</li> <li>Personal expression and interpretation</li> <li>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</li> </ul>	Create in 3D: Earthenware (or any other 3D-making materials available): figures, e.g. groups of musicians	
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks:	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks	Photographs in resource books and/or real examples of local craft (e.g. African masks).	Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet.						Visual stimuli in resource books. Self-reflection in workbooks	Classroom discussion
Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.											
Informal assessment; remediation	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										
	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Classroom discussion and reflection	
SBA (Formal Assessment)									Formal Assessment Task: 2D and 3D art work 50 marks assessed with a rubric		

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			
CAPS topic	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy			
Concepts, skills and values	<p>Create in 2D, e.g. Still Life Art elements: shape, line, Design principles: contrast <b>Simple etching techniques: etching, drawing, scratching</b></p> <p>The focus should be more on drawing and not on etching &amp; scratching as not all schools have the resources.</p>	<p>Create in 2D, e.g. Still Life Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis <b>Simple etching techniques: etching, drawing, scratching.</b></p> <p>The focus should be more on drawing and not on etching &amp; scratching as not all schools have the resources.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Art elements: shape, line. Design principles: contrast <b>Painting:</b> colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Art elements: (continue) tone, texture. Design principles: (continue) proportion. <b>Painting:</b> colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Art elements: (continue) complementary colour, tints and shades. Design principles: emphasis <b>Painting:</b> colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Art elements: consolidate Design principles: unity <b>Painting:</b> colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Complete art work for formative assessment.</p>	<p>Create in 2D, e.g. still life painting: <b>local Interpretation</b> Complete and exhibit art work for formative assessment.</p>			
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.										
Resources (other than textbook) to enhance learning	Photographs in resource books and/or real examples of local craft (e.g. African masks); Pencil, charcoal, wax crayons, colour inks			Tempera paint in limited colour range and white and black. A2 paper			Visual stimuli and artefacts, libraries, media sources, internet e.g. local crafters. Tempera paint in limited colour range and white and black. A2 paper				
Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.											
Informal assessment; remediation	Workbook: terminology – worksheet with visual images		Workbook: description of artworks using appropriate terminology			Workbook: rough sketches, exploring art elements and principles			Workbook: research, worksheets on local craft. Teacher observation and guidance towards completing final artwork. Workbook: art terminology and vocabulary.		
SBA (Formal Assessment)	Formative Assessment Task: Artwork										

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
CAPS topic	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D/ 3D Visual literacy	Create in 2D/3D Visual literacy	Create in 2D/3D Visual literacy	Create in 2D/3D Visual literacy
Concepts, skills, and values	Create in 3D: e.g. buildings Art elements: shape, line. Design principles: proportion (construction and modelling techniques)	Create in 3D: e.g. buildings Art elements: (continue) tone, shape. Design principles (continue) emphasis (construction and modelling techniques)	Create in 3D: e.g. buildings Art elements: (continue) texture, colour Design principles (continue) contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 3D: e.g. buildings Art elements: as in previous weeks. Design principles proportion, emphasis, contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 3D: e.g. buildings Art elements: as in previous weeks. Design principles proportion, emphasis, contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: shape, geometric and organic Design principles: balance, contrast Pattern-making – in collages, designs	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: line Design principles: harmony, proportion Pattern-making – in collages, designs	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: tone, texture (colour to include monochromatic colour) Design principles; continue as in previous weeks. Pattern-making – in collages, designs
	3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Use of tools – safety, consideration of others, sharing resources 2D: Emphasis on the interpretation buildings in papercut collage – cutting, layering, pasting, monochromatic colour Variation of paper size and format: different scale and degrees of detail				Focus on combining 3D & 2D in one task for the term by creating a relief collage of buildings in a landscape of choice that includes the above Art Elements & Design Principles			
	<b>Visual literacy</b> 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); Emphasis on learners' personal expression and interpretation of architecture; 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							
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. Elementary research skills. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.							
Resources (other than textbook) to enhance learning	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Recyclable papers in a limited range of colours from found sources; white paper in unusual format: circle, thin rectangle, etc.; glue, cardboard strips for applying glue, scissors. Photographs in resource books (e.g. buildings)		
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Workbook: visual exploration of art elements, design principles	Workbook: exploratory drawings: art elements, design principles	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Workbook: express, identify/name, question and reflect - buildings	Workbook: worksheet Artist as contributor to society	Workbook: worksheet Artist as contributor to society Presentation: Role of the artists	
SBA (Formal Assessment)	Practical Assessment: 3D artwork and/or 2D artwork						Formal Assessment Task: 2D and/or 3D art work 50 marks assessed with a rubric	

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
CAPS topic	Create 2D	Create 2D	Create 2D	Create in 2D & 3D	Create in 2D & 3D	Create in 2D & 3D		Internal Examinations
Concepts, skills, and values	Create in 2D Drawing: life drawing on large scale in line only. Art elements: line, shape Design principles: contrast, proportion, balance	Create in 2D Drawing: life drawing on large scale in line only. Art elements: line, shape Design principles: emphasis, direction	Create in 2D Example: Interpretation of tonal range of colour in a measured block within the format of the life drawing. Art elements: tonal range of colour Design principles: contrast, balance, emphasis	Focus on combining 3D & 2D in one task for the term by creating a Marquette of a figure in motion following a series of exploratory drawings that include the necessary Art Elements & Design Principles. 3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Use of tools – safety, consideration of others, sharing resources 2D: Emphasis on the interpretation of the figure in motion – line, shape, tonal range of colour				Written Examination based on application of the practical work of terms 2-3, as well as: Terminology Art elements Design principles Symbolic language in art Visual literacy Reflection 50 marks
	Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.						Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%
Resources (other than textbook) to enhance learning	Materials: Charcoal Large sheets of paper (A1)	Materials: Charcoal Large sheets of paper (A1)	2B/3B pencil, charcoal Pencil crayons	Common recyclable object, appropriate recyclable materials				
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Workbook: exploratory drawings: art elements, design principles	Workbook: drawings: art elements, design principles	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Self-reflection using appropriate art terminology	
SBA (Formal Assessment)	Written Examination							