



education

Department of Education  
REPUBLIC OF SOUTH AFRICA

# NATIONAL CURRICULUM STATEMENT GRADES 10-12

SUBJECT:  
MUSIC



TEACHER TRAINING MANUAL  
2006

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# PROGRAMME

**PERIOD:** Monday to Friday

**DURATION:** 36-37 hours

## 5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TIME	DAY
<b>1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)</b>	Introduction of training participants	3-4 hours	Monday morning
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
<b>2. Introducing the Subject Statement</b>	Introduction	20 hours	Monday afternoon till Wed afternoon
	Subject Content and Approach		
	Conclusion / Wrap-up		
<b>3. Planning for teaching subjects in the NCS</b>	The Planning Cycle	8 hours	Thursday
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11		
<b>4. Annual assessment plan</b>	Introduction	5 hours	Friday morning
	Annual assessment plan		
	Conclusion / Wrap-up		

## SESSION 1 –

### Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

#### **ACTIVITY 1: Introduction of training participants**

FORM OF ACTIVITY: Ice Breaker & Introductions

#### **ACTIVITY 2: Overview of the week of training / documents provided**

FORM OF ACTIVITY: Power point Presentation

RESOURCES: The 5-day training programme (PowerPoint)  
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each
- NB: The presenter are to make sure that all participants do have the necessary documents with them

#### **ACTIVITY 3: Introduction to the NCS and NSC**

##### **Part 1: 20 Questions**

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals on Worksheet 1
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them
- Encourage participants to read up on those issues that they are not sure of!

## **Part 2: NCS and NSC**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

## **Part 3: Requirements for Higher Education study**

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

### **Introduction**

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

### **Open-book activity**

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes (Worksheet 2)

### **Report back and discussion**

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

## SESSION 2 – Introducing the Subject Statement (20 hours)

### ACTIVITY 1: Introduction to Music (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, a hard copy of each supporting policy relevant to the subject:

#### 1. CONTENT:

- Brief PowerPoint presentation on NCS principles and their implications for Music
  - Overview of the subject: Definition, purpose and scope of the subject – focus on the *Subject Assessment Guidelines (SAG) pp.9-10 & LPG pp.7-10* (as this is the new document which was not covered in the 2005 training).
  - Point out how the Assessment Standards for Music give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the **verbs** and the **nouns** contained in each Assessment Standard give a general indication of the skills and knowledge to be displayed by learners when engaging in an activity related to that Assessment Standard to highlight each verb.
  - Learning Outcomes for the subject – briefly refer to relationship with the **Critical and Developmental Outcomes and the NCS principles** – refer to p.7 of the SAG
  - Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement). See pp.11-13 of the LPG
  - *The above mentioned point was discussed in great lengths during last year's training in Durban, therefore briefly refer to the content and remind participants to take keep it in mind*
  - Time allocation and placement of Music in the school timetable – p.17 of the National Senior Certificate: A qualification on Level 4 of the National Qualifications Framework
  - Overview of the subject: Definition, purpose and scope of the subject – its origin
  - See pp.9-10 in the NCS Grades 10-12 Subject Statement for Music
2. Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles (See Principles on pp.8-9 of LPG)

### RELATIONSHIP BETWEEN MUSIC LEARNING OUTCOMES AND THE CRITICAL AND DEVELOPMENTAL OUTCOMES (See p.14 of the LPG)

➤ The Critical Outcomes are embedded in the Learning Outcomes for Music. The relationships between the Learning Outcomes and the Critical and Developmental Outcomes are outlined below and are useful for teachers to consider when planning. It is important to bear in mind that the Critical and Developmental Outcomes are ideals for life-long learning. Also it should be noted that Music contributes with all other subjects towards the achievement of these outcomes.

## WHAT IS THE RELATIONSHIP BETWEEN MUSIC AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

3. Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)
4. Incremental implementation of the Music curriculum for Grades 10-12
5. Point out how the Assessment Standards for Music give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the **verbs** and the **nouns** contained in each Assessment Standard give a general indication of the **skills** and **knowledge** to be displayed by learners when engaging in an activity related to that Assessment Standard
6. Mention of supporting policies relevant to the subject and how they support the implementation of the subject Music (*do not engage in them*)
7. Time allocation and placement of MUSIC in the school timetable

➤ *Participants are to be reminded that a clear balance between practice and theory must be adhered to by teachers and that Music is performance based therefore careful planning is vital.*

### ACTIVITY 2: MUSIC Subject Content and Approach (18 hours)

**NOTE:** Each Learning Outcome for MUSIC will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5).

#### **Part 1: LO1 – Performance and Presentation (3¾ hours)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

#### **INSTRUCTIONS:**

##### **Subject Content** (2 hours)

- Do a critical study of the Grade 10-12 subject content for MUSIC as provided for the Learning Outcome in the Subject Statement and *Learning Programme Guidelines p.7.*
- What content is to be taught in grade 11 for the Learning Outcome? (*Pages 29 & 31 of Subject Statement*)
- What content is new – i.e. is it unknown to you?
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.

- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome?)
- Participants are encouraged to use their highlighters to show the links.
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values) *Refer to LPG p. 10.*

### **Subject Approach** (1¼ hours)

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?
- What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards? – *Facilitators are to facilitate the drawing up of a list of possible LTSM together with the group and to distribute it amongst themselves.*
- Engage the participants in subject activities for MUSIC which they critique:
- Is the activity appropriate for the developmental age of the learner?
- Does the activity address the Assessment Standards of Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
- Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment

### **Report Back** (½ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

### **Part 2: LO2 – Improvisation, Arrangement and Composition** (3¾ hours)

Repeat the same format as used for Part 1: LO1.

### **Part 3: LO3 – Music Literacies** (4¾ hours)

Repeat the same format as used for Part 1: LO1 – Adding the following instructions to the end:

#### **ADDITIONAL INSTRUCTIONS:**

- Provide an overview of the Practical Assessment Task as per the Subject Assessment Guidelines for MUSIC and its role in ensuring the teaching, learning and assessment of all 4 Learning Outcomes for Music (*Participants are to look at their Subject Assessment Guidelines pp. 10-11*)
- Allow participants to examine and critique the Practical Assessment Task along with the example of an assessment tool.
- Do the task and its related activities address the Assessment Standards of Learning Outcome 1- 4?
- Input on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment.

#### **Part 4: LO4 – Critical Reflection (3¾ hours)**

Repeat the same format as used for Part 1: LO1.

#### **Part 5: Integration across the Learning Outcomes (2 hours)**

**NB: Link this activity with the highlighted / colour-coded links identified between ASs in Parts 1-4 of this activity.**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Teacher Guide

CONTENT:

Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic **links** between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Engage the participants in subject activities for MUSIC which they critique:
- The integration of content from different Learning Outcomes should be displayed on the flipcharts for the different groups

#### **ACTIVITY 3: Conclusion / Wrap-up**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Pull all the facts together as discussed in various Learning Outcome discussions
- **NB: Facilitators are to remind participants that:**

**■ Integration is:**

- The 4th Principle of the NCS and is integral to the NCS

**➤ Purpose of integration = facilitates:**

- Planning teaching
- Learning
- Assessment
- Enrichment

**➤ Should not be artificial**

- should only involve natural and obvious links
- which enrich the learning, teaching and assessment process

- **Supports and expands learners' opportunities to:**
- attain skills
  - acquire knowledge
  - develop values & attitudes

## SESSION 3 – Planning for teaching subjects in the NCS (8 hours)

### **ACTIVITY 1: Introduction to the planning cycle (30 minutes)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector,

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

### **ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design - *See pp.14-17 of Music Subject Assessment Guidelines for examples of Work Schedules*
- Process of design
  - Integration: What, how and why?
  - Sequencing: What, how and why?
  - Pacing: What, how and why?
  - Suggested assessment tasks: What and why? – will return to this in Session 4
  - LTSM: What and why?

### **ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)**

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

#### INSTRUCTIONS:

Participants study the example of the Grade 11 Work Schedule provided in the Subject Assessment Guidelines (pp.16-17) and critique it:

- Does the Work Schedule cover all the Assessment Standards (i.e. content)?
- Integration: Are the Assessment Standards appropriately linked?
- Are the Assessment Standards covered in sufficient detail and depth?
- Pacing: Is the time allocation across the 40 weeks appropriate?
- Sequencing: Is the content presented in the correct order?
- Are relevant LTSM listed? If not, list the LTSM required.
- How can the Work Schedule be improved?

#### **ACTIVITY 4: Report back (1 hour)**

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines, Teacher Guide

#### CONTENT:

- Improved Grade 11 Work Schedule

#### INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

#### **ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

#### CONTENT:

- Grade 11 Lesson Plan
  - Elements of design
  - Process of design

#### INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

#### INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3 (Worksheet 3)
- Allow one group to present and then discuss their presentation
- Allow participants to consider issues impacting on planning (*See PowerPoint*)

## SESSION 4 – Annual Assessment Plan (8 hours)

### **ACTIVITY 1: Introduction to Assessment in the NCS (30 minutes)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment, Subject Assessment Guidelines

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject. *(See p.9 in Subject Assessment Guidelines)*
- Reporting process: 7 codes and percentages *(See p. 6 in Subject Assessment Guidelines)*
- Portfolios: Teacher and learner

### **ACTIVITY 2: Programme of Assessment for Grades 10 and 11**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines, Teacher Guide

CONTENT:

- Programme of Assessment for Grades 10 and 11 *(Section 2 of the Subject Assessment Guidelines)*: Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Performance Assessment Task (PAT) – See Activity 2: Part 3 from Session 2 on the PAT for Music
- Weighting of tasks for the formal Programme of Assessment and mark allocation for Music

### **ACTIVITY 3: Development of a Grade 11 Annual assessment plan**

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: Subject Assessment Guidelines, Teacher Guide

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

## INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan for Music in which they indicate (Worksheet 4):
- Seven tasks: 2 Tests, 2 other tasks and 3 PAT
- Topics for each task
- Assessment tools for each task
- Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule
- Refer participants to Appendix A for an example of an annual assessment plan for Music Grades 10-12

## ACTIVITY 4: EXTERNAL EXAMINATION INSTITUTIONS

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

### CONTENT:

- Assessment practice in external examination institutions

### PRESENTATION:

#### EXTERNAL EXAMINATION INSTITUTIONS FOR MUSIC

The following approved assessment bodies may offer Music to learners in Grades 10-12 as a subject for the National Senior Certificate from 2006: UNISA, Trinity College and Royal Schools.

### UNISA

Practical exams

NSC Grade 10	NSC Grade 11	NSC Grade 12
Grade 4	Grade 5	Grade 6
Grade 5	Grade 6	Grade 7
Grade 6	⇒	Grade 7
Grade 7	⇒	Grade 8 or higher

Theoretical exams

NSC Grade 10	NSC Grade 11	NSC Grade 12
Grade 3	Grade 4	Grade 5
Grade 4	Grade 5	⇒
Grade 5	⇒	Grade 6
Grade 6	⇒	Grade 7

## TRINITY COLLEGE

### Practical Exams

<b>NSC Grade 10</b>	<b>NSC Grade 11</b>	<b>NSC Grade 12</b>
<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>Grade 6</b>	⇒	<b>Grade 7</b>
<b>Grade 7</b>	⇒	<b>Grade 8 or higher</b>

### Theoretical exams

<b>NSC Grade 10</b>	<b>NSC Grade 11</b>	<b>NSC Grade 12</b>
<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Grade 5</b>	⇒	<b>Grade 6</b>
<b>Grade 6</b>	⇒	<b>Grade 7</b>
<b>Grade 6</b>	⇒	<b>Grade 7 or higher</b>

## ROYAL SCHOOLS

### Practical Exams

<b>NSC Grade 10</b>	<b>NSC Grade 11</b>	<b>NSC Grade 12</b>
<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>Grade 6</b>	⇒	<b>Grade 7</b>
<b>Grade 7</b>	⇒	<b>Grade 8 or higher</b>

### Theoretical exams

<b>NSC Grade 10</b>	<b>NSC Grade 11</b>	<b>NSC Grade 12</b>
<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Grade 5</b>	⇒	<b>Grade 6</b>
<b>Grade 6</b>	⇒	<b>Grade 7</b>
<b>Grade 6</b>	⇒	<b>Grade 7 or higher</b>

### **NOTE:**

**PASS MARK FOR TRINITY COLLEGE AND ROYAL SCHOOLS IS 65%.**

**PASS MARK FOR UNISA IS 50%.**

**Worksheet 1: Session 1**

Make use of your knowledge of the NCS and related documents to answer the following questions presented on the screen.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

**Worksheet 2 Session 1**

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

### WORKSHEET 3

<b>SESSION 3 – ACTIVITY 5</b> <b>FIRST GRADE 11 LESSON PLAN</b>
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SUBJECT: MUSIC LESSON PLAN: 1 DURATION:	GRADE: 11 NO. OF ACTIVITIES: WEEK / DATE: Weeks 1-			
CONTEXT:				
LINK WITH PREVIOUS LESSON:	LINK WITH NEXT LESSON:			
CORE CONTENT (KSVs):				
	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	Etc.
LOs & ASS:				
CORE CONTENT:				
DETAIL OF ACTIVITY:				
TEACHING METHOD:				
ASSESSMENT STRATEGY:				
EXPANDED OPPORTUNITIES:				
RESOURCES:				
TEACHER REFLECTION:				



**APPENDIX A: SUGGESTED ANNUAL ASSESSMENT PLAN**

**MUSIC: ANNUAL ASSESSMENT PLAN  
FOR GRADES 10-12**

**GRADE 10**

Term	Assessment Task	Formal Test	Examination	Marks
1	Task 1* Sound production	Practical*, aural, improvisation & composition		100
2	Task 2* Plan performance		Written* examination	
3	Task 3* Use technology	Practical*, aural, improvisation & composition		
4			Written exam, practical, aural, improvisation & composition**	300
<b>YEAR TOTAL</b>				<b>400</b>

**GRADE 11**

Term	Assessment Task	Formal Test	Examination	Marks
1	Task 1* Plan performance	Practical*, aural, improvisation & composition		100
2	Task 2* Present work on social issue		Written* examination	
3	Task 3* Present composition	Practical*, aural, improvisation & composition		
4			Written exam, practical, aural, improvisation & composition**	300
<b>YEAR TOTAL</b>				<b>400</b>

**GRADE 12**

Term	Assessment Task	Formal Test	Examination	Marks
1	Task 1* Co-ordinate performance	Practical*, aural, improvisation & composition		100
2	Task 2* Compose / arrange & technology		Written* examination	
3	Task 3* Compose, perform & register		Written exam, practical, aural, improvisation & composition**	
4			Written exam, practical, aural, improvisation & composition**	300
<b>YEAR TOTAL</b>				<b>400</b>