



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT
GRADES 10-12**

**SUBJECT:
VISUAL ARTS**

**TEACHER TRAINING MANUAL
2006**

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PROGRAMME: Monday to Friday

5-DAY PROGRAMME FOR TEACHERS-

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

**SESSION 1 –
Introducing the National Curriculum Statement (NCS) and the National Senior
Certificate (NSC) (3-4 hours)**

ACTIVITY 1.1: Introduction of training participants

FORM OF ACTIVITY: Introductions

ACTIVITY 1.2: Overview of the week of training / documents provided

FORM OF ACTIVITY: 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

ACTIVITY 1.3: Introduction to the NCS and NSC

ACTIVITY 1.3.1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT: 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Participants record their responses to each question as individuals on Worksheet 1.1
- Discuss the answers in the group as a whole

ACTIVITY 1.3.2:	NCS and NSC
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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

ACTIVITY 1.3.3:	Requirements for Higher Education study
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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

- 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

- Participants study the HE document and identify the requirements for certificate, diploma and degree programmes on Worksheet 1.2

Report back and discussion

- One report back
- Presentation of the requirements: PowerPoint Presentation
- Discussion of the designated list of subjects: 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)

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

ACTIVITY 2.1: Introduction to VISUAL ARTS

ACTIVITY 2.1.1: Subject documents

Time: 50 min.

NUMBERED HEADS TOGETHER, DISCUSSION AND PRESENTATION

- Groups number from 1 to 8
- Groups familiarise themselves with aspects in all the relevant subject documents as listed below
- Facilitator calls arbitrarily on a number in any group (1-8) to respond
- Presentation, discussion and report back using slides 1 to 16

Participants are required to make extracts, summarise or give a short overview of the subject documents as follows:

1. Refer to the National Curriculum Subject Statement for Visual Arts pp. 9 – 12 for the **definition, purpose and scope of the subject – its origin**
2. Refer to the National Curriculum Subject Statement for Visual Arts pp. 12 – 13 for the **Learning Outcomes for the subject Visual Arts**
3. Refer to the Learning Programme Guidelines for Visual Arts pp. 13 – 16 for the **relationship between Learning Outcomes and Critical and Developmental Outcomes**
4. Refer to National Curriculum Statement for Visual Arts pp. 1 – 4 for the **relationship between Visual Arts and the National Curriculum Statement principles**
5. Refer to National Curriculum Statement for Visual Arts pp. 24 – 25 for a **brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)**
6. Study the **Assessment Standards for VISUAL ARTS** pp. 15 – 21 in the National Curriculum Subject Statement and analyse verbs and the nouns contained in each Assessment Standard to indicate the skills, knowledge value and attitude to be displayed by learners when engaging in an activity related to that Assessment Standard.
7. Refer to the Learning Programme Guidelines p. 22 for the **time allocation and placement of VISUAL ARTS in the school timetable.**
8. **Supporting policies** relevant to the subject and how they support the implementation of the subject VISUAL ARTS (not to be debated or discussed now)
 - National Senior Certificate Policy
 - Subject Statement
 - Subject Assessment Guidelines

- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

ACTIVITY 2.1.2:	Teaching, learning and assessment approaches
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Time: 50 min.

BRAINSTORMING

- Study Worksheet 2.1.2 in the Training Manual
- Participants focus on teaching, learning and assessment approaches for 5 min. to generate ideas
- All ideas are recorded to develop Worksheet 2.1.2 further to indicate teaching, learning and assessment approaches to be used in the classroom.

ACTIVITY 2.1.3:	Implementation of VISUAL ARTS curriculum for Grades 10-12
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- Take note of the incremental implementation:

YEAR	GRADE
2006	10
2007	11
2008	12

THE NATIONAL SENIOR CERTIFICATE WILL BE ISSUED AT THE END OF 2008

ACTIVITY 2.2.:	VISUAL ARTS Subject Content and Approach
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NOTE: Each Learning Outcome for VISUAL ARTS 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 – Conceptualising (4 hours 40 min: A,B,C)

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

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Flipchart paper, Response sheets

CONTENT:

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

A. SUBJECT CONTENT

ACTIVITY 2.2.1:	LO 1: Grade 10-12 subject content for VISUAL ARTS
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Time: 50 min.

PAIRS CO-OP

- In pairs do a critical study of the Grade 10-12 subject content for VISUAL ARTS as provided for Learning Outcome 1 in the Subject Statement (Chapter 3) and Learning Programme Guidelines (Annexure 1)
- Complete Worksheet 2.2.1 and indicate what content is to be taught in grade 11 for the Learning Outcome 1
- Share responses with the rest of the group.

ACTIVITY 2.2.2:	LO 1: Gaps in Content and links to Assessment standards
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Time: 40 min

BUZZ GROUPS and INDIVIDUALLY

- Discuss the relevant assessment standards for the content in groups
- Name any gaps in the suggested content
- Individually complete Worksheet 2.2.2

ACTIVITY 2.2.3:	LO1: Progression and integration within the Learning Outcome
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Time: 40 min

GROUP DISCUSSION / PAIRS / INDIVIDUAL

- In groups participants underline progression within Learning Outcome 1 across the three grades using Worksheet 2.2.3
- Record keywords on flipchart paper
- Place the poster in the gallery.
- One group gives feedback and other groups may add.
- Pairs discuss integration between LO 1 ASs
- Indicate integration between Assessment Standards on Worksheet 2.2.3 with arrows.
- Underline progression and indicate integration of ASs in content and activities in Worksheet 2.2.3

ACTIVITY 2.2.4:	Skills, knowledge, attitudes and values
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Time: 40 min

ROUND ROBIN

- In groups participants write down one aspect of what a learner must be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge, attitudes and values) and at the given signal, will pass the response sheet to the person seated on their right.

NB. Content includes skills, knowledge, attitudes and values not only knowledge or a skill.

- Pass response sheet to the right. Participants once more write a single response and keep rotating the sheet in the same direction for the duration of the activity
- Groups select key words to compile a SKAV analysis on flip chart paper
- Complete Worksheet 2.2.4
- One group report back and the other groups may add.

B. SUBJECT APPROACH

ACTIVITY 2.3.1:	Subject Approach to teaching, learning and assessment
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Time: 45 min.

RAINBOW GROUPS

- Copy Worksheet 2.3.1 onto flipchart and indicate 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 Learning Outcome 1
- Display flipcharts in gallery
- One group member remains at the flipchart to explain the Worksheet to visiting groups
- Visiting groups make a critical assessment of the worksheet and may add
- Feedback in groups

ACTIVITY 2.3.2:	LTSM
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Time: 20 min.

PAIRS WITHIN GROUPS

- Discuss LTSM that is required to teach the content of Learning Outcome 1 to achieve the skills, knowledge and values indicated in the Assessment Standards for LO 1 in pairs.
- Complete Worksheet 2.3.2
- Compare results in groups
- Report back

ACTIVITY 2.3.3:	Subject approach and content activities for VISUAL ARTS
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ACTIVITY 2.3.3.1	LO 1 Jigsaw: Subject content and approach
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Time: 45 min.

JIGSAW / PAIRS CO-OP

- Divide groups into smaller groups according to the amount of ASs per LO
- Number group sequentially. Each group decides on an AS to work on for LO 1
- Participants with the same number meets as EXPERTS
- EXPERTS discuss Worksheet 2.3.3.2
- EXPERTS return to HOME GROUPS and complete Worksheet 2.3.3.2 in PAIRS

Divide each group into smaller groups or into pairs to complete Worksheet 2.3.3.1.

C. 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: ACTIVITY 2.3.3.2 LO2 – Making (3¾ hours)

- Repeat the same format as used for ACTIVITY 2.3.3.1: LO1

Part 3: ACTIVITY 2.3.3.3: LO3 – Management and Presentation (2¼ hours)

- Repeat the same format as used for ACTIVITY 2.3.3.1: LO1

Part 4: ACTIVITY 2.3.3.4: LO4 – Visual Culture Studies (5 hours)

Time: 1 hour

1. ROLE PLAY, PANEL DISCUSSION (ON A TALK SHOW) AND CRITIQUE

- Topic: Content, Approach, LTSM and assessment: Critique of an example for Visual Culture Studies
- Participants nominate:
 - Members of a panel who will act as experts (role play) in Visual Culture Studies.
 - A presenter for the show who will announce the topic and guide discussions and questions from the audience.
- Remaining participants will form the audience.
- While the panel is given the opportunity to discuss the given Example 2.3.3.4 of subject activities for one assessment standard for LO4: VISUAL ARTS which they will critique during the “Talk Show”, the rest of the participants arrange seating for the panel and audience in a creative way.
 - Is the activity appropriate for the developmental age of the learner?
 - Does the activity address the Assessment Standards of the 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.

Activity 2.3.3.4: Example: Subject Content and Approach

Learning Outcome 4 Visual Culture Studies <i>The learner is able to demonstrate knowledge, skills, attitudes and values acquired through the study of the diverse roles and functions of visual arts in contemporary life and in different times and cultures.</i>				
CONTENT The Romantic movement: Delacroix, Goya, Gericault, Turner (any 2 artists) <i>e.g. Theme: Identities: Up close and personal: ROMANTICISM</i>				
AS	S K V	APPROACH	LTSM	ASSESSMENT
■ Analyse works of art in relation to their cultural, social, political, and historical contexts.	Skill: Ability to conduct active research independently Present feedback to peers Summarize content. Knowledge: Of two Romanticist artists. Cultural, social, political, historical and personal contexts. Value: The learner must demonstrate insight into the cultural, social, political, historical and personal dimension of art.	Give project brief Group discussion of art as a means of expression. Independent research Peer feedback session	Assignment brief Examples of Romanticist artists and their artworks in art textbooks / slides Library Internet Other printed material Portfolio	Tool: 2 Checklists: 1 x interviewer 1 x interviewee Rubric for assignment Memorandum How: Research Assignment Role-play Test Who: Peer / Educator When: Summative / Formative What: Research and writings skills. Learner's ability to conduct an interview in an appropriate manner. Learner's ability to role-play based on active research.

2. Repeat the same format as used for ACTIVITY 2.3.3.1: LO1

ACTIVITY 2.4:	Integration across the Learning Outcomes
ACTIVITY 2.4.1	AS Links

Time: 30 min.

PAIRS CHECK

- Within the group, work as pairs to link Assessment Standards for teaching, learning and assessment purposes across Learning Outcomes on the Worksheet 2.4.1
- ONE does the links, while the other plays devil's advocate. Each pairs must explain the reasons for the grouping of the assessment standards.
- Exchange roles for a following group of LOs and ASs
- Compare results with other pairs in the group

ACTIVITY 2.4.2	Integrated Subject Activities
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Time: 30 min.

THINK-PAIR-SHARE

- Participants think on their own about possible links
- Participants work in pairs, share ideas and develop integrated subject activities for VISUAL ARTS.
- Critique the subject activities in the group for VISUAL ARTS according to the following:
 - The integration of content from different Learning Outcomes
 - Does the activity address the Assessment Standards of the integrated 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 to ensure that the integrated skills, knowledge and values are assessed in an effective and efficient manner
- One group gives feedback

ACTIVITY 2.4.3	Conclusion / Wrap-up (1 hour)
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Summary

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

RESOURCES: PowerPoint Presentation, Laptop, Data Projector,
Subject Assessment Guidelines, Learning Programme Guidelines,
NCS Subject Statement, Teacher Training Manual

ACTIVITY 3.1: Introduction to the planning cycle

Time: 30 min.

PRESENTATION

- 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 3.2: Stages in developing a learning programme

Time: 30 min.

GROUPWORK: MINDMAP

- Participants create a mind map THE PLANNING CYCLE during the presentation on flipchart paper. Indicate:
 - **3 Stages of developing a Learning Programme**
 - **Role players of each stage**
 - **Duration of stages**
 - **Key activities per stage**
 - **Nature of the process**
 - **Issues to be considered when developing a Learning Programme**
- Display the mindmap in the gallery

ACTIVITY 3.3: Introduction to the Grade 11 Work Schedule

Time: 60 min.

PRESENTATION AND GROUP DISCUSSION MEMORANDUM

- Presentation:
 - 2nd stage of planning
 - Informed by planning undertaken for 1st stage – i.e. Subject Framework
 - Grade-specific plan for a year
 - 40 weeks
- Discuss the development process in groups and record on flipchart:
 - Work Schedule elements of design

- The process of design - The five steps in the development process :
 - Integration - How to package the content: What, how and why?
 - Sequencing and pacing: What, how and why?
 - Suggested assessment tasks: What and why?
 - LTSM: What and why?
- Report back and discussion of memorandum

ACTIVITY 3.4: Critique the Grade 11 Work Schedule
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Time: 4 hours

- Participants study the example of the Grade 11 Work Schedule provided in the LPG using the following criteria:
 - 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.
- Indicate how the Work Schedule can be improved on flipchart
- Report back

ACTIVITY 3.5: Development of the first Lesson Plan for Grade 11
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Time: 120 min.

PRESENTATION AND GROUPWORK

1. PRESENTATION

- 3rd stage of planning
- Informed by planning undertaken for 2nd stage – i.e. Work Schedule
- Classroom-specific
- Duration not dictated by the length of subject periods on the school timetable
 - Lasts as long as it takes to complete the coherent series of activities contained in it
 - Differs from teacher to teacher
- Elements and design of a Lesson Plan
- Process of design

2. GROUPWORK

- Groups study the grouping of LOs and ASs that appear on the Grade 11 Work Schedule.
- Discuss in the group how many Lesson Plans will be required to teach this LO and AS grouping
- Allocate a topic to a pair in each group.

- Each pair develops a lesson plan.
- Report back and combine lesson plans from all groups.
- Develop the 1st Lesson Plan for Grade 11 in 2007 making sure to record the:
 - LOs & ASs
 - Content for the Lesson Plan
 - Duration of the Lesson Plan and each activity
 - LTSM required per activity
 - Details of each activity
 - Teaching method(s) per activity
 - Assessment strategy per activity
 - Expanded opportunities per activity
- Record the lesson plan on the template provided in Worksheet 3.5

SESSION 4 – Annual assessment plan (8 hours)

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

ACTIVITY 4.1: Introduction to assessment in the NCS (¼ hour)

Time: 30 min.

PRESENTATION AND DISCUSSION

- 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
- Moderation
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner
- Continuous assessment (Subject Assessment Guidelines Section 1)
 - Informal daily assessment
 - Formal Programme of Assessment
- External Assessment

ACTIVITY 4.2: Programme of Assessment for Grades 10 and 11

Time: 60 min.

PRESENTATION AND DISCUSSION

- Number of tasks: Programme of Assessment for Grades 10 and 11 and Grade 12 (Section 2 of the Subject Assessment Guidelines):
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT) – refer to Part 3 of Session 2: Activity 2 on the PAT for Visual Arts
- Weighting of tasks for the formal Programme of Assessment and mark allocation for Visual Arts

Learning Outcomes		Weighting
Learning Outcome 1	Conceptualising	30%
Learning Outcome 2	Making	30%
Learning Outcome 3	Management and presentation	10%
Learning Outcome 4	Visual Culture Studies	30%

ACTIVITY 4.3:	Development of a Grade 11 annual assessment plan
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Time: 3 hours

GROUP DISCUSSION AND INDIVIDUAL

- Discuss in groups an annual assessment plan
- Compile a Grade 11 annual assessment plan for Visual Arts on WORKSHEET 4.3 in which you indicate:
 - The 7 tasks
 - Topics for each task
 - Suggested assessment tools for each task
 - Date and duration of each task

ACTIVITY 4.4:	Revision
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Time: 30 min.

GROUP DISCUSSION

Revisit the Grade 11 Work Schedule (Session3: Activity 3) and align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

WORKSHEET 1.1

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 1.2

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

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

WORKSHEET 2.1.2 – Session 2

The teaching, learning and assessment approach in the classroom

Activity: Improve and develop the following example.

Learning Outcome	LO 1 Conceptualising	LO 2 Making	LO 3 Management and presentation	LO 4 Visual culture studies
SKILLS (To do)	Explore different approaches to generate ideas Demonstrate the importance of process Document creative process	Experiment with techniques and media Demonstrate process	Maintain sourcebook Plan tasks Time management Display, exhibit own work	
KNOWLEDGE (Content)	Formal elements and principles	Range of material, techniques, processes, equipment		Evaluate own work and the work of others
VALUES (Evident in behaviour)		Evaluate own creative process	Complete tasks in a specified time	Aesthetic judgement of the work of others
ACTIVITIES	Research a given theme or topic Choose subject matter and visual images Resolve compositional problems	Use portfolio to document conceptual development and progress Create an artwork in medium of choice	Exhibit own work	Research the work (subject matter, composition, techniques, approach) of an artist/s
ASSESSMENT INSTRUMENT	Sourcebook	Sourcebook	Art work	Written assignment
ASSESSMENT TOOL	Rubric / Assessment grid	Checklist Rubric / Assessment grid	Checklist	Rubric / Assessment grid
ASSESSMENT METHOD		Self	Self Group Educator	Self and/or Peer and/or Group and/or Educator
ASSESSMENT TYPE	Diagnostic Formative	Summative	Summative	Summative

WORKSHEET 2.2.1: Content to be taught in grade 11 for Learning Outcome 1

Learning Outcome 1 Conceptualising <i>The learner is able to explore, develop and realize creative ideas in response to both externally-set and self-generated projects, drawing on own experience and own knowledge of visual culture in the past and present.</i>	
ASSESSMENT STANDARDS	PROPOSED CONTENT
<ul style="list-style-type: none"> ■ Apply different approaches to generating ideas in response to a project brief. 	
<ul style="list-style-type: none"> ■ Engage with own experience of the world through the exploration and interpretation of signs and symbols drawn from the broader visual culture. 	
<ul style="list-style-type: none"> ■ Apply the creative process to solve visual and conceptual problems through classroom assignments. 	
<ul style="list-style-type: none"> ■ Document the process of conceptual development. 	

WORKSHEET 2.2.2: Schedule of content, gaps in the content and content link to assessment standards.

CONTENT	POSSIBLE GAPS IN THE CONTENT	CONTENT LINK TO ASSESSMENT STANDARDS

WORKSHEET 2.2.3: Progression and integration within the learning outcome

PROGRESSION AND INTEGRATION WITHIN THE LEARNING OUTCOME			
<p>Learning Outcome 1 Conceptualising</p> <p><i>The learner is able to explore, develop and realise creative ideas in response to both externally-set and self-generated projects, drawing on own experience and own knowledge of visual culture in the past and present.</i></p>	Assessment Standards		
	Grade 10	Grade 11	Grade 12
	<p>■ Explore different approaches to generating idea in response to a motivational task.</p> <p>CONTENT and ACTIVITY <i>Research a given <u>theme or topic</u></i></p>	<p>■ Apply different approaches to generating ideas in response to a project brief.</p> <p>CONTENT and ACTIVITY <i>Research and analyse a given <u>theme or topic</u></i></p>	<p>■ Independently apply different approaches to generating ideas in formulating a project brief.</p> <p>CONTENT and ACTIVITY <i>Research, analyse synthesise a given <u>theme or topic</u></i></p>
	<p>■ Engage with own experience of the world through the exploration of signs and symbols drawn from the broader visual culture.</p> <p>CONTENT and ACTIVITY <i>Choose <u>subject matter</u> and visual images</i></p>	<p>■ Engage with own experience of the world through the exploration and interpretation of signs and symbols drawn from the broader visual culture.</p> <p>CONTENT and ACTIVITY <i>Choose various <u>subject matter</u> and a variety of visual images</i></p>	<p>■ Critically engage with own experience of the world through the exploration, manipulation and interpretation of signs and symbols drawn from the broader visual culture.</p> <p>CONTENT and ACTIVITY <i>Choose numerous <u>subject matter</u> reflective of different genres and styles inclusive of a wide range of visual images</i></p>
	<p>■ Explore and resolve given and specific visual and conceptual challenges (e.g. compositional problems, choice of subject matter).</p> <p>CONTENT and ACTIVITY <i>Resolve <u>compositional problems</u> with guidance utilizing <u>formal elements and principles</u></i></p>	<p>■ Apply the creative process to solve visual and conceptual problems through classroom assignments.</p> <p>CONTENT and ACTIVITY <i>Resolve <u>compositional problems</u> independently utilizing <u>formal elements and principles</u></i></p>	<p>■ Solve a series of visual and conceptual problems independently, working towards the development of a personal visual language.</p> <p>CONTENT and ACTIVITY <i>Resolve <u>compositional problems</u> utilizing <u>formal elements and principles</u> independently reflecting <u>personal expression</u></i></p>
<p>■ Demonstrate the importance of process in relation to product in the development and realisation of concepts.</p> <p>CONTENT and ACTIVITY <i>e.g. Theme: My Identity: Up close and personal Portrait</i></p>	<p>■ Document the process of conceptual development.</p> <p>CONTENT and ACTIVITY <i>e.g. Theme: My Identity: Up close and personal Portrait in environment Consider different poses</i></p>	<p>■ Document and critically evaluate the process of conceptual development.</p> <p>CONTENT and ACTIVITY <i>e.g. Theme: My Identity: Up close and personal Portrait, figures, landscape, objects developed with stylization, analyzed and synthesised, personal style</i></p>	

WORKSHEET 2.2.4: Skills, knowledge, attitudes and values

LEARNING OUTCOME 1: CONCEPTUALISING	
SKILLS	<p><i>Generate ideas by . . .</i></p> <p><i>Solve visual and conceptual problems by . . .</i></p>
KNOWLEDGE	<p><i>Explore, interpret and draw signs and symbols from the broader visual culture by . . .</i></p>
VALUE	<p><i>Response to a project brief by . . .</i></p> <p><i>Engage with own experience of the world by . . .</i></p> <p><i>Document the process of . . .</i></p>

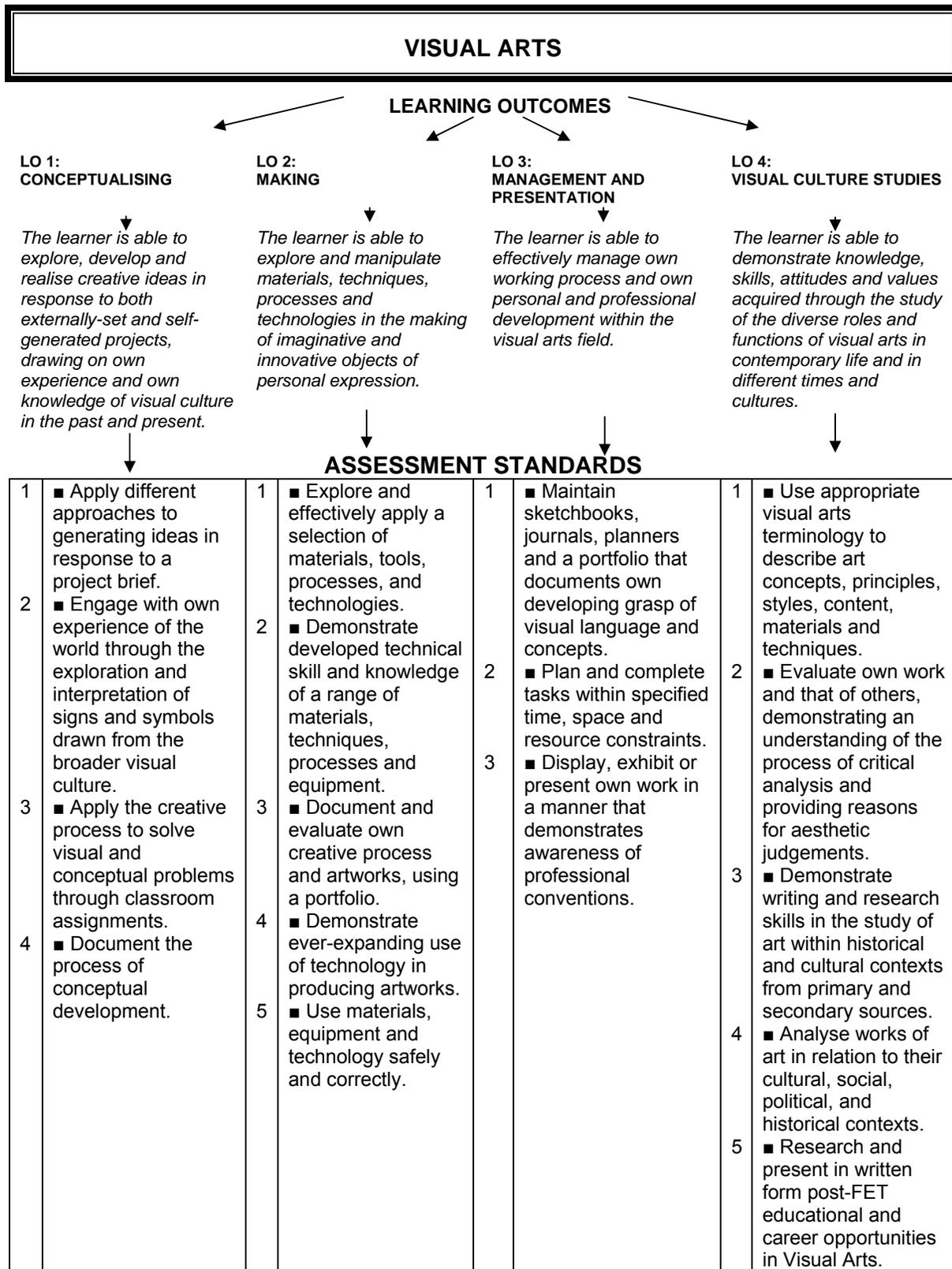
WORKSHEET 2.3.1: Teaching, learning and assessment approach

LEARNING OUTCOME 1: CONCEPTUALISING		
CONTENT AND ACTIVITY	TEACHING APPROACH	ASSESSMENT
AS 1		
AS 2		
AS 3		
AS 4		

WORKSHEET 2.3.2: LTSM

LEARNING OUTCOME 1: CONCEPTUALISING		LTSM
SKILLS	<p>Generate ideas by exploring and developing personal thoughts and ideas.</p> <p>Solve visual and conceptual problems by utilizing formal elements and principles.</p>	
KNOWLEDGE	<p>Explore, interpret and draw signs and symbols from the broader visual culture by undertaking research from a variety of resources.</p>	
VALUE	<p>Response to a project brief by working within time and resource constraints.</p> <p>Engage with own experience of the world.</p> <p>Document the process of developing personal imagery in source books.</p>	

WORKSHEET 2.4.1: Integration across the Learning Outcomes



WORKSHEET 2.4.2: Integrated Subject Activities

GRADE 11					
ACTIVITY:					
SKILLS		KNOWLEDGE		VALUES	
LO	ASs	CONTENT	INTEGRATION	RESOURCES	ASSESSMENT
1					TOOLS
					HOW
2					WHEN
					WHO
3					WHAT
4					

WORKSHEET 3.5: Lesson Plan

SESSION 3 – ACTIVITY 3.5 – FIRST GRADE 11 LESSON PLAN

SUBJECT:	GRADE:			
LESSON PLAN:	NO. OF ACTIVITIES:			
DURATION:	WEEK / DATE:			
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:				

WORKSHEET 4.3: SESSION 4 - ACTIVITY 3

ANNUAL ASSESSMENT PLAN 1

SUBJECT: VISUAL ARTS

GRADE: 11

YEAR: 2007

TERM 1	TERM 2	TERM 3	TERM 4
PAT 1:	PAT 2:	PAT 3:	EXAMINATION: PRACTICAL COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:			
SUMMATIVE TERM TEST	EXAMINATION	SUMMATIVE TERM TEST	EXAMINATION: THEORETICAL COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:			

ANNUAL ASSESSMENT PLAN 2

PROGRAMME OF ASSESSMENT				
GR 11	TERM 1	TERM 2	TERM 3	TERM 4
TASKS				
TOPIC				
ASSESSMENT TOOL				
DATE / DURATION				
TEST & EXAM				
TOPIC				
ASSESSMENT TOOL				
DATE / DURATION				