

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 12 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Inland Cluster (IC): Free State, Gauteng, Limpopo, Mpumalanga and North-West provinces; Coastal Cluster (CC): Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape Provinces											
CAPS TOPIC	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2
CORE CONCEPTS, SKILLS AND VALUES	Catch up – visual literacy	<b>Theme 1:</b> The voice of emerging artists – introduction of theme	<b>Theme 1:</b> The voice of emerging artists – overview of theme	<b>Theme 1:</b> The voice of emerging artists – e.g. Gerard Sekoto	<b>Theme 1:</b> The voice of emerging artists – e.g. George Pemba	Consolidation of Theme 1	<b>Theme 2:</b> SA Artists influenced by African and, or indigenous art forms – introduction of theme	<b>Theme 2:</b> SA Artists influenced by African and, or indigenous art forms – overview of theme	<b>Theme 2:</b> SA Artists influenced by African and, or indigenous art forms – e.g. Irma Stern	<b>Theme 2:</b> SA Artists influenced by African and, or indigenous art forms – e.g. Walter Battiss	Consolidation of Theme 2
	<b>Topic 3: Theory – note to teachers</b> <ul style="list-style-type: none"> <li>For this teaching plan, certain themes and artists have been chosen, <b>BUT</b> teachers must feel free to make their own selection of themes.</li> <li>In this teaching plan under the various themes certain artists have been suggested, but teachers can make their own choices on the studied artists in each theme as long as they are in the textbook and, or published.</li> <li>Select a minimum of two artists, architects and two specific artworks, buildings from each artist, architect for an in-depth study to illustrate the working of these artworks in the respective societies and relating to the theme.</li> <li>Selection of themes should be based on the context of the school e.g. Theme 5 with multi- &amp; new media consists of more conceptual works.</li> <li>Whatever the theme chosen to be studied, teachers need to follow a similar week-by-week plan.</li> </ul>									Theme 1: The Voice of emerging artists Theme 2: SA Artists influenced by African and, or Indigenous art forms Theme 3: Socio-political art Theme 4: Art, craft & spiritual works mainly from rural SA Theme 5: Multi- & new media Theme 6: Post-1994 democratic identity in SA Theme 7: Gender issues Theme 8: SA architecture	
	<b>Topic 1 &amp; 2: Practical</b> <b>Task 2 – Topic 1</b> (conceptualising) and <b>Task 5, PAT Phase 1– Topic 2</b> (artwork) Teacher decides on the theme in the specialised practical option and provide learners with a pacesetter and mini deadlines for sourcebook and artwork. Guidelines: <ul style="list-style-type: none"> <li>Teacher must set own brief considering the context of the school.</li> <li>The brief must allow creativity and diverse responses, and not a set and predictable outcome.</li> </ul> The artwork will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of Task 5: PAT (25%) <b>Teachers MUST study the 2023 Visual Arts PAT document for guidelines in managing the practical process and see that learners have access to the learner guidelines in the document that provide information on the conceptualising process in the sourcebook. Teachers may use the exemplar practical task in the document for one of their practical tasks.</b>										
	<ul style="list-style-type: none"> <li><b>Ask</b> <i>Find the problem</i> Engage with the theme, question of the brief, theme</li> <li><b>learn</b> <i>Gather related information.</i> Brainstorm – mind maps, word games, personal reflections, research on artists that have inspired you, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Look</b> <i>Acquire the knowledge</i> <b>Collect:</b> material that inspire you e.g. photos, images, collected poems, lyrics etc. Make sketches and small drawings with annotations</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> <i>Incubation</i> <b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> <i>Incubation</i> <b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> <li><b>Think</b> <i>Generate ideas</i> <b>Find</b> subject matter Draw and, or photograph subject matter</li> </ul>	<ul style="list-style-type: none"> <li><b>Fuse</b> Combine ideas Start bouncing ideas around, looking for <b>unexpected combinations.</b> Connecting lots of dots, eliminating some and adding others. Successful creativity never comes from only one idea, rather, from a combination of several</li> </ul>	<ul style="list-style-type: none"> <li><b>Fuse</b> <i>Combine ideas</i> <b>Experiment further</b> with materials to examine new possibilities or extension of technique</li> <li><b>Choose</b> <i>Select the best idea</i> Final composition drawing(s)</li> </ul>	<b>MAKING</b>				
REQUISITE PRE-KNOWLEDGE	<b>Practical:</b> Advantaged technical skills in specialised option and ability to conceptualise ideas based on the practical theme, knowledge of materials and techniques, self-expression and content <b>Theory:</b> Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of Grades 10 and 11 content e.g. African Art, German Expressionism, Surrealism, etc. to apply to South African Art Teachers will identify the ‘gaps’ resulting from the loss of content time in Grade 11. <b>Practical:</b> These must be specifically addressed in the Grade 12 Practical Tasks e.g. concept development, skill buildings, creativity, etc. <b>Theory:</b> Fill in the loss content as it occurs in the study of the Grade 12 studied themes. These will be mainly addressed in overviews of the themes and influences on artists studied in Grade 12. Ensure that learners understand style – Naturalism, Expressionism, Abstract, Surrealism etc.										
RESOURCES TO ENHANCE LEARNING	<b>Practical:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube clips, any inspirational material <b>Theory:</b> PowerPoints, art videos, trips to art galleries and museums.										

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<b>INFORMAL ASSESSMENT</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 1: Theory test (TOPIC 3) – minimum of 50 marks</b> The test must include: <ul style="list-style-type: none"> <li>● Visual literacy questions</li> <li>● Specific artworks studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour					<b>Task 2: Conceptualisation, sourcebook (Topic 1) – 100 marks</b> Learners should visually tell the ' <b>story</b> ' of how their artwork was conceived, developed, and produced through drawing, experimentation and writing. It should reflect their <b>individuality</b> and <b>creativity</b> as a visual art learner.					

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 12 (TERM 2)

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<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Theme 3:</b> Socio-Political Art – Introduction of theme & historical background	<b>Theme 3:</b> Socio-Political Art – overview of Resistance Art	<b>Theme 3:</b> Socio-Political Art – e.g. Jane Alexander	<b>Theme 3:</b> Socio-Political Art – e.g. Manfred Zylla	Consolidation, reflection, and intervention	<b>Theme 4:</b> Art, craft & spiritual works mainly from rural SA – introduction of theme	<b>Theme 4:</b> Art, craft & spiritual works mainly from rural SA – overview of theme e.g. ceramics, printing, etc.	<b>Theme 4:</b> Art, craft & spiritual works mainly from rural SA – e.g. Jackson Hlungwani	<b>Theme 4:</b> Art, craft & spiritual works mainly from rural SA – e.g. John Muafangejo	Consolidation, reflection and intervention	Consolidation, reflection and intervention														
<p><b>Topic 1 &amp; 2: Practical</b>  <b>Task 2 – Topic 1</b> (conceptualising) and <b>Task 5, PAT Phase 1 – Topic 2</b> (artwork)                      Teacher decides on the theme in the specialised practical option and provide learners with a pacesetter and mini deadlines for sourcebook and artwork.                      Guidelines:  <ul style="list-style-type: none"> <li>Teacher must set own brief considering the context of the school.</li> <li>The brief must allow creativity and diverse responses, and not a set and predictable outcome.</li> </ul>                     The artwork will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of Task 5: PAT (25%).  <b>Teachers MUST study the 2023 Visual Arts PAT document for guidelines in managing the practical process and see that learners have access to the learner guidelines in the document that provide information on the conceptualising process in the sourcebook. Teachers may use the exemplar practical task in the document for one of their practical tasks.</b></p>																									
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They must not be afraid to take chances. They should embrace the chance to experiment and try new things. Always strive to be creative and innovative.</li> <li><b>Personal:</b> Encourage learners that the artwork be an expression of their own experiences, ideas, feelings, etc. to share with the viewer. Stereotypical works get average marks.</li> <li>Learners should work with their <b>strengths</b> – is it drawing or working with patterns or working with different materials.</li> <li>They must enjoy what they are doing and create something with a visual interest and honesty.</li> </ul> </td> </tr> </tbody> </table>												Ask	Look	Play	Play	Fuse	Fuse	Making	<ul style="list-style-type: none"> <li><b>Ask</b> <i>Find the problem</i></li> <li><b>Engage</b> with the theme, question of the brief, theme</li> <li><b>Learn</b> <i>Gather related information.</i></li> <li><b>Brainstorm</b> – mind maps, word games, personal reflections, research on artists that have inspired you, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Look</b> <i>Acquire the knowledge</i></li> <li><b>Collect:</b> Material that inspire you e.g. photos, images, collected poems, lyrics etc.</li> <li>Make sketches and small drawings with annotations</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> <i>Incubation</i></li> <li><b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> <i>Incubation</i></li> <li><b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> <li><b>Think</b> <i>Generate ideas</i></li> <li><b>Find</b> subject matter Draw and, or photograph subject matter</li> </ul>	<ul style="list-style-type: none"> <li><b>Fuse</b> <i>Combine ideas</i></li> <li>Start bouncing ideas around, looking for <b>unexpected combinations</b>.</li> <li>Connecting lots of dots, eliminating some and adding others. 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<b>SBA (FORMAL ASSESSMENT)</b>	<p><b>Task 3: Theory examination or controlled test (Topic 3) – 100 marks</b>                      One question on each of the 4 studied themes (must include visual literacy and studied content)                      Suggested: 25 x 4 = 100                      Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30% 100 Marks</p>					<p><b>Task 4: Conceptualisation sourcebook (Topic 1) – 100 marks</b>                      Learners should visually tell the 'story' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their <b>individuality</b> and <b>creativity</b> as a visual art learner.                      Total: 100 marks</p>																			

2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 12 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11	
<b>CAPS TOPIC</b>	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	<p><b>PRELIMINARY EXAMINATION PAPER 1</b></p> <ul style="list-style-type: none"> <li>The time allocation for this paper is 3 hours.</li> <li>The examination format must consist of 8 questions. The learner will select five [5] that they have studied in Grade 12.</li> <li>Each question will be 20 marks with a total of 100 for the paper.</li> <li>All questions are to be answered in essay style, using full sentences and paragraphs according to the instructions for each question. Lists of facts must be severely penalised.</li> <li>Questions will consist of short and longer essay-type questions.</li> <li>Questions would consist of visual literacy and content that has been studied.</li> </ul> <p><b>Format of paper:</b>                      Question 1: The voice of emerging artists                      Question 2: SA Artists influenced by African and, or indigenous art forms                      Question 3: Socio-political art                      Question 4: Art, craft &amp; spiritual works mainly from rural SA                      Question 5: Multi- &amp; new media                      Question 6: Post-1994 democratic identity in SA                      Question 7: Gender issues                      Question 8: SA architecture</p> <p><b>It is important to set a full paper including questions on themes not studied to prepare learners for answering the correct questions in November.</b></p> <p><b>Cognitive levels: Lower order = 30%, Middle order = 40%, Higher order = 30% in each question</b></p>	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Theme 7: Gender Issues – Introduction of theme	Theme 7: Gender Issues – Overview of theme, artworks	Theme 7: Gender Issues – e.g. Penny Siopis	Theme 7: Gender Issues – e.g. Lisa Brice	Consolidation of Theme 7	Revision e.g. Visual analysis (unseen works), exam questions from past NSC examination question papers, etc.				
	<p><b>Topic 1 &amp; 2: Practical</b>  <b>Task 6</b> – Learners have completed the two artworks during terms 1 &amp; 2. This term they should use the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. To express creativity and self-expression, learners can do more works relating to two themes they have investigated.</p>									
	<p><b>Task 7 – End of year exam – Paper 2 Topic 1 Conceptualisation</b>                      Schools receive the <b>NCS Visual Arts November Paper 2</b> early in this term. Teacher must introduce theme set by DBE and facilitate Topic 1: Sourcebook. Learners must complete the conceptualisation at school and at home during this term.  <b>50 marks</b></p>									
	Revisited, improve PAT	Revisited, improve PAT	<ul style="list-style-type: none"> <li><b>Ask</b> Find the problem</li> <li><b>Engage</b> with the theme, question of the brief, theme</li> <li><b>Learn</b> Gather related information.</li> <li><b>Brainstorm</b> – mind maps, word games, personal reflections, research on artists that have inspired you, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Look</b> Acquire the knowledge</li> <li><b>Collect:</b> Material that inspires you e.g. photos, images, collected poems, lyrics etc.</li> <li>Make sketches and small drawings with annotations</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> Incubation</li> <li><b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> </ul>	<ul style="list-style-type: none"> <li><b>Play</b> Incubation</li> <li><b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched</li> <li><b>Think</b> Generate ideas</li> <li><b>Find</b> subject matter</li> <li>Draw and, or photograph subject matter</li> </ul>	<ul style="list-style-type: none"> <li><b>Fuse</b> Combine ideas</li> <li>Start bouncing ideas around, looking for <b>unexpected combinations.</b></li> <li>Connecting lots of dots, eliminating some and adding others. Successful creativity never comes from only one idea, rather, from a combination of several</li> </ul>	<ul style="list-style-type: none"> <li><b>Fuse</b> Combine ideas</li> <li><b>Experiment further</b> with materials to examine new possibilities or extension of technique</li> <li><b>CHOOSE</b> Select the best idea</li> <li>Final composition drawing(s)</li> <li>(Learners may continue working on their sourcebooks until the 24-hour examination ends)</li> </ul>		
<b>REQUISITE PRE-KNOWLEDGE</b>	<p><b>Practical:</b> Advantaged technical skills in specialised option and ability to conceptualise ideas based on the practical theme, knowledge of materials and techniques, self-expression and content</p> <p><b>Theory:</b> Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of Grades 10 and 11 content e.g. African Art, German Expressionism, Surrealism, etc. to apply to South African Art. Fill in the loss content as it occurs in the study of the Grade 12 studied themes. These will be mainly addressed in overviews of the themes and influences on artists studied in Grade 12. Ensure that learners understand style – Naturalism, Expressionism, Abstract, Surrealism etc.</p>									
<b>RESOURCES TO ENHANCE LEARNING</b>	<p><b>Practical:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc., sourcebook, art books and magazines, YouTube clips, any inspirational material</p> <p><b>Theory:</b> PowerPoints, art videos, trips to art galleries and museums</p>									
<b>INFORMAL ASSESSMENT</b>	<p>Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.</p>									
<b>SBA (FORMAL ASSESSMENT)</b>	<p><b>TASK 5: PRELIMINARY THEORY EXAMINATION (TOPIC 3) – 100 marks</b></p>									

## 2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 12 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4-10
<b>CAPS TOPIC</b>	<b>Topic 1 &amp; 2: Practical Topic 3</b>	<b>Topic 1 &amp; 2: Practical Topic 3</b>	<b>Topic 1 &amp; 2: Practical Topic 3</b>	<p><b>Task 6: PAT (Retrospective exhibition) – 100 marks</b></p> <ul style="list-style-type: none"> <li>Grade 12: The artworks (Topic 2) from the two practical tasks are compulsory.</li> <li>Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, <b>learners may exhibit more works that provide evidence of this process</b> e.g. work done on their own.</li> <li>The sourcebook(s), although already assessed, must be displayed.</li> <li>Marking must be done according to the DBE rubrics by the teacher and an external panel on-site or digital presentations.</li> <li>All learners must be face moderated by Provincial officials and, or persons appointed by the province to verify the process, artworks and marks.</li> <li>The Provincial Education Department manages this process.</li> </ul> <p><b>Task 7: Paper 2 Practical examination - 100 marks</b></p> <p><b>Topic 1:</b> Must be completed at school and at home during term 3</p> <p><b>Topic 2:</b> The 24-hour examination on dates determined by school up to deadline as indicated on the paper</p> <p><b>NCS Face moderation of Paper 2, Retrospective exhibition, and SBA – Timetables</b> compiled by PED</p> <p>Marking must be done according to the DBE rubrics by a panel (peer teachers or external panel) on-site or digital presentations.</p> <p>All learners must be face moderated to verify the process, products, and marks. This moderation must be done by Provincial officials and, or persons appointed by the province</p> <p>The Provincial Education Department manages this process.</p> <p><b>Task 7: Paper 1 written examination - 100 marks</b></p> <p>See format of paper under preliminary examination.</p>
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Revision e.g. visual analysis (unseen works), exam questions from past NSC examination question papers, etc.			
	<p><b>Topic 1 &amp; 2: Practical</b></p> <p><b>Task 6:</b> PAT (Retrospective exhibition)</p> <p>Exhibition, digital presentation dates for marking &amp; moderation determined by the Provincial Education Department</p>			
	<p><b>TASK 7: Paper 2</b></p> <p>The 24-hour examination on dates determined by school and submitted to PED</p> <p>Prepare the Paper 2 for marking &amp; moderation according to PED instructions e.g. as part of PAT exhibition, submitting to a central venue or digital portfolios</p>			
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 1 (50 marks) + Task 2 (100 marks) + Task 3 (100 marks) + Task 4 (100 marks) + Task 5 (100 marks) = 450 converted to 100 marks</b>			