

# CREATIVE ARTS

## TEACHING PREPARATION

GRADE 7

TERM 1: DANCE

Wk	What to teach	How to teach	Resources, writing and homework activities	Text book page nr.
1	<p><b>Topic 1: Dance Performance</b></p> <p>Dance Conventions: setting a safe environment, conventions for entering and leaving and code of conduct, dress code Warm Up: walking, running with freezes using shape, level and direction Cooling down</p> <p><b>Topic 2: Dance Improvisation and Composition</b></p> <p>Elements of Dance: use of space, shape, levels and direction</p> <p><b>Topic 3: Dance Theory and Literacy</b></p> <p>Dance terminology Importance of Warm up</p>	<p>Individually and in pairs doing a mirror image activity</p> <p>Individually doing everyday movements to introduce locomotors</p>	Body, space, music	
2	<p><b>Topic 1: Dance Performance</b></p> <p>Dance Conventions: continue... add respect and sensitivity to others and trust exercises Warm up: Introduction to principles of posture and alignment while continuing activity as before Cooling down</p> <p><b>Topic 2: Dance Improvisation and Composition</b></p> <p>Elements of Dance: use of space, shape, levels and direction adding dimension and pathways</p> <p><b>Topic 3: Dance Theory and Literacy</b></p> <p>Continue from previous week</p>	<p>Pairs</p> <p>Individually exploring locomotor movements</p>	Body, space, music, props	



6	<b>Topic1: Dance Performance</b>  Warm up continues... Floor work Joint mobility and transference of weight Activity for jumps Simple locomotor combinations across space Cool down continues	Individually	Body, space, music	
	<b>Topic 3: Dance Theory and Literacy</b>  Continues			
7	<b>Topic1: Dance Performance</b>  Warm up continues... Class work Cooling down	Individually	Body, space, music	
	<b>Topic 2: Dance Improvisation and Composition</b>  Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps			
8	<b>Topic 3: Dance Theory and Literacy</b>  Discussion on elements of space and time			
	<b>Topic1: Dance Performance</b>  Warm up continues... Class work for the FAT (Formal Assessment Task) Cool down	Individually	Body, space, music	
<b>Topic 2: Dance Improvisation and Composition</b>  Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps	Groups			

9	<b>Topic1: Dance Performance</b>  Class work continues as before	Individually	Body, space, music	
	<b>Topic 2: Dance Improvisation and Composition</b>  Composition exploring Elements of dance	Groups		
10	<b>Formal Practical Assessment Task (FAT):</b>  <b>Dance Performance</b> <b>FAT: 50 marks converted to 10</b>	Individually and in groups	Body, space, music, props	

## TEACHING PREPARATION

## GRADE 7

## TERM 1: DRAMA

Wk	What to teach	How to teach	Resources, writing and homework activities	Text book page nr.
1	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing exercises</p> <p>Physical: release tension, mirror work</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Commence with development of short improvisation (use themes relevant to learners).</p> <p>Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners.</p>	<p>Individually and in pairs.</p> <p>Divide class in groups of five.</p> <p>Provide stimulus that will lead to improvised drama.</p> <p>Group and teacher facilitated discussion.</p>	<p>Voice, body, space.</p> <p>Photographs, pictures, stories, anecdotes, strips of paper with interesting, with catchy sentences.</p>	
2	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing, resonance exercises (cont.)</p> <p>Physical: use imagery to warm-up the body.</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Develop storyline with beginning, middle and end.</p> <p>Focus on Who, What, Where, When.</p>	<p>Individually and in pairs.</p> <p>In groups.</p>	<p>Develop storyline in workbooks, using mind maps and write story in full.</p>	
3	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing, resonance exercises (cont.)</p>	<p>Individually and in pairs.</p>		

	<p>Physical: use imagery to warm-up the body (cont.)</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Shape and develop scenes – using tableaux.</p>		<p>Reflection notes in workbooks.</p> <p>Design picture frames showing the various tableaux.</p>	
4	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: explore movement dynamics.</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Develop characters, space, theme and message of drama.</p>	<p>Individually and in pairs.</p> <p>Teacher facilitated developmental work in groups.</p>	<p>Workbooks:</p> <p>Character, theme and message collage.</p>	
5	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: explore movement dynamics (cont.)</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Explore physical relationships in space, focus points, levels, and proximity of characters to each other.</p> <p>Consider where the audience is seated.</p>	<p>Individually and in pairs.</p> <p>Teacher facilitated developmental work in groups.</p>	<p>Basic stage design in workbooks.</p>	
6	<p><b>Topic 1: Voice &amp; Physical development</b></p> <p>Voice: relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: explore movement dynamics (cont.)</p> <p><b>Topic 2: Playmaking (improvised drama)</b></p> <p>Focus of listening and concentration, action and reaction.</p> <p>Practise the scene, refining it for performance (homework – rehearse own</p>	<p>Individually and in pairs.</p> <p>Teacher facilitated developmental work in</p>	<p>Self-reflection in workbooks:</p> <p>Journal, self-reflection worksheet.</p>	

	part and if possible in group to prepare for formal practical assessment in weeks 8 and 9)).	groups.		
7	<b>Topic 5: Careers</b> Research careers of actors/dancers /singers/clowns/ stand-up comedians.	Learners select career of performing artist to be explored in class.	Notes, websites, HEI brochures, books, magazines articles, newspapers used as sources for careers.	
8	<b>Topic 5: Careers</b> Research careers of actors/dancers /singers/clowns/ stand-up comedians.	Learners select career of performing artist to be explored in class.	Notes, websites, HEI brochures, books, magazines articles, newspapers used as sources for careers.	
9	<b>Formal Practical Assessment:</b> Classroom improvised drama	Groups perform their dramas, rest of the class complete critical reflection worksheet on the dramas they view.	Critical reflection on classroom improvised dramas.	
10	<b>Formal Practical Assessment Task (FAT):</b> Classroom improvised drama  <b>FAT: 50 marks converted to 10</b>	Groups perform their dramas, rest of the class complete critical reflection worksheet on the dramas they view.	Critical reflection on classroom improvised dramas.	

# CREATIVE ARTS

## TEACHING PREPARATION

GRADE 7

TERM 1: MUSIC

Wk	What to teach	How to teach	Resources, writing and homework activities	Text book page nr.
1	<b>Topic 1: Music literacy:-</b> <ul style="list-style-type: none"> <li>Letter names of notes on the treble clef.</li> <li>Revision of the concept of note values (already covered in Grades 4-6) and cover all note values.</li> <li>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers</li> </ul>	<ul style="list-style-type: none"> <li>Revision of stave, treble clef and position of Letter Names with relation to the lines and spaces.</li> <li>Consolidation of Letter Names and the notes on the lines and spaces</li> <li>Written exercise practising treble clef (at beginning of stave) and position of the Letter Names.</li> <li>Consolidation of crotchets, minims and quavers.</li> <li>Use non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way.</li> <li>Music Literacy quizzes to consolidate concepts learned during first week (written sheet).</li> </ul>	<ul style="list-style-type: none"> <li>Sheet with stave (five lines on which music is written)</li> <li>Poster with stave and treble clef</li> <li>Flashcards with crotchets, minims and quavers, semibreves, semiquavers</li> <li>Poster with short rhythmic patterns (for drumming)</li> <li>Drums, sticks, maracas, tambourines, (any non-melodic musical instrument)</li> </ul>	
2	<b>Pitch:-</b> <ul style="list-style-type: none"> <li>Sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li> <li>Following musical scores while listening to music.</li> <li>Duration : Introduction of the dotted note, also in relation to :</li> </ul>	<ul style="list-style-type: none"> <li>Revision of tonic- solfa through songs.</li> <li>Group activity: - Learners listen to songs and sing along. Identify how high or low the sounds are (pitch).</li> <li>Practical consolidation/ revision of treble and bass clef as well as crotchets, quavers, minims using rhythmic patterns and well known songs.</li> <li>Explain and introduce the dotted notes by using flashcards (minims, crotchets, etc.)</li> <li>Consolidating Letter names of notes focusing on</li> </ul>	<ul style="list-style-type: none"> <li>Poster /copy of short well known songs</li> <li>CD player with selected songs.</li> <li>Flashcards with minims, crotchets etc.</li> </ul>	



	<ul style="list-style-type: none"> <li>o crotchets</li> <li>o quavers</li> <li>o minims</li> <li>o semibreves</li> <li>o dotted minim</li> </ul> <ul style="list-style-type: none"> <li>• Treble and bass clef</li> <li>• Duration: consolidation of content learned.</li> <li>• Letter names of notes on the treble and bass clef</li> <li>• Clapping or drumming polyrhythmic phrases</li> </ul>	<p>their position (changes) because of the treble and bass clefs in front respectively.</p> <ul style="list-style-type: none"> <li>• Sing and clap above notes to illustrate duration.</li> <li>• Provide written notes on above as well as short written test.</li> </ul>		
3	<b>Topic 2: Music listening:-</b> <ul style="list-style-type: none"> <li>• Listening to performed music and identifying or describing the: <ul style="list-style-type: none"> <li>o beats including-duple (two beats), triple (three beats) and quadruple (four beats) meter</li> <li>o instruments used in the performance.</li> <li>o the story the music is telling (sad/happy, recognising a dance, march, etc.</li> </ul> </li> <li>• Following simple musical scores while listening to music.</li> <li>• Active listening to a variety of recorded or live music by clapping or humming or moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing a variety of songs for learners to listen and identifying the different beats (2/4, 3/4, 4/4 etc.), meter.</li> <li>• Questionnaire for group and individual listening.</li> <li>• Informal discussion on piece and general information (group work)</li> <li>• Leading learners in following musical scores while listening to music. Highlight certain areas you want them to focus on.</li> <li>• Singing /clapping and humming along with music.</li> </ul>	<ul style="list-style-type: none"> <li>• CD with selected music (classic)</li> <li>• Musical scores</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> <li>o Meter of the music as duple or triple or quadruple time</li> <li>o Tempo (fast/slow)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group work practically working with selected music focusing on time, tempo, etc.</li> <li>• Group work creating graphic score, listening to selected pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• CD with music</li> <li>• News print ,kokis, colouring pencils etc.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Dynamics (soft/loud)</li> <li>○ Meaning or story of the music</li> <li>○ Lyrics of the music</li> <li>○ Texture of the music</li> </ul> <ul style="list-style-type: none"> <li>• Creating a graphic score (sound picture) of a musical piece that has been listened to , e.g. storm, rain</li> </ul>			
5	<b>Topic 3: Performing and creating music</b> <ul style="list-style-type: none"> <li>• Breathing exercises</li> <li>• Develop the ability to sing in tune through a repertoire of songs that include: <ul style="list-style-type: none"> <li>○ the National Anthem of South Africa</li> <li>○ folksongs (indigenous songs, cultural songs)</li> <li>○ popular music</li> <li>○ light music</li> <li>○ rounds</li> <li>○ part singing (songs with descants)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Warm up: breathing exercises</li> <li>• Group singing</li> <li>• Discussion of each song: history, mood, etc.</li> <li>• Introduction to descant singing (illustration by using 2 part songs)</li> </ul>	<ul style="list-style-type: none"> <li>• Score sheets with repertoire of music</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Accompanying songs with body percussion, found or self –made instruments, traditional instruments, Orff instruments.</li> <li>• Playing music from graphic scores</li> <li>• Creating instrumental music in group and solo context: <ul style="list-style-type: none"> <li>○ Rhythmic repetition through clapping or drumming</li> </ul> </li> <li>• Continuous development of in-tune singing</li> </ul>	<ul style="list-style-type: none"> <li>• Group and individual performances</li> <li>• Singing/humming of songs</li> <li>• Performing in groups using graphic music scores</li> </ul>	<ul style="list-style-type: none"> <li>• Non-melodic and melodic musical instruments</li> </ul>	

	through a repertoire of songs that include instruments learners may be studying (optional)			
<b>7</b>	<ul style="list-style-type: none"> <li>Performing and composing music that uses non-conventional notation, e.g. graphic scores</li> <li>African drumming</li> <li>Creating own vocal and instrumental music in group and solo context: <ul style="list-style-type: none"> <li>melodic repetition (vocal or instrumental)</li> <li>melodic question and answer (vocal or instrumental )</li> <li>rhythmic improvisation on an ostinato or riff by clapping or drumming</li> <li>vocal or melodic improvisation on an ostinato or riff</li> <li>rhythmic improvisation on African drums</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group work creating graphic scores to perform own music</li> <li>Introduction to African music focusing on dominant drumming and rhythm</li> <li>Introduction to a riff, question and answer drumming patterns etc.</li> <li>Group work: own improvisation of African drumming rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Drums / body percussion/ clapping</li> <li>Score with graphic music</li> </ul>	
<b>8</b>	<ul style="list-style-type: none"> <li>Performing music that uses non-conventional notation, e.g. graphic scores</li> <li>Creating a sound picture based on a story or poem using the voice or instruments <ul style="list-style-type: none"> <li>light music</li> <li>rounds</li> </ul> </li> <li>Creating own vocal and instrumental music in group and solo context: <ul style="list-style-type: none"> <li>rhythmic and melodic improvisation on an ostinato or riff</li> </ul> </li> <li>Writing own four – line song, lyrics and</li> </ul>	<ul style="list-style-type: none"> <li>Group work: educator assists</li> <li>Understanding of riff/ ostinato and highlights it in their performance.</li> <li>Group song writing focusing on social issues</li> </ul>		

	melody based on a social issue			
9	<b>Formal Assessment Task (FAT): Practical</b>  <b>Solo/group performance</b> <b>FAT: 50 marks converted to 10</b>	Group and solo performances of musical creation including all concepts covered during 1 <sup>st</sup> term.		
10				

# CREATIVE ARTS

## TEACHING PREPARATION

GRADE 7

TERM 1: VISUAL ARTS

Wk	What to teach	How to teach	Resources, writing and homework activities	Text book page nr.
1	<b>Topic 1</b> <b>Create in 2D:</b> <ul style="list-style-type: none"> <li>• Drawing and painting: exploring a variety of media and techniques – line, tone, texture, mark-making</li> <li>• Art elements – line, tone, texture, shape</li> <li>• Design principles – balance, contrast, emphasis</li> <li>• Themes to explore – observational projects (small objects and still life arrangements)</li> <li>• Variation of paper size and format</li> </ul>	<p>Individually and / or in groups</p> <p>Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.</p>	<p>Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks.</p> <p>Self-reflection in workbooks: Journal, self-reflection worksheet.</p>	
2	<b>Topic 1</b> <b>Create in 2Dcont./...:</b> <ul style="list-style-type: none"> <li>• Drawing and painting: exploring a variety of media and techniques – line, tone, texture, mark-making</li> <li>• Art elements – line, tone, texture, shape</li> <li>• Design principles – balance, contrast, emphasis</li> <li>• Themes to explore – observational projects (small objects and still life arrangements)</li> <li>• Variation of paper size and format</li> </ul>	<p>Individually and / or in groups</p> <p>Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.</p>	<p>Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks.</p> <p>Self-reflection in workbooks: Journal, self-reflection worksheet.</p>	
3	<b>Topic 3</b> <b>Visual literacy:</b> <ul style="list-style-type: none"> <li>• Art Elements: use in description of artworks - shape, line, tone, texture, colour</li> <li>• Design principles: use in description of artworks - balance, proportion, emphasis and contrast</li> <li>• Emphasis on learners' personal expression and interpretation of local craft</li> <li>• Discussion of similarities and differences, respect and understanding of self and community; the arts as heritage</li> </ul>	<p>Individually and / or in groups.</p>	<p>Photographs in resource books and/or real examples of local craft (e.g. African masks).</p> <p>Self-reflection in workbooks: Journal, self-reflection worksheet.</p>	

	<ul style="list-style-type: none"> <li>• Communication skills: talking, listening and looking; discuss art, craft, design to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others</li> </ul>			
4	<b>Topic 2</b> <b>Create in 3D:</b> <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>	Individually and / or in groups Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.	Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet.	
5	<b>Topic 2</b> <b>Create in 3Dcont./...:</b> <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>	Individually and / or in groups Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.	Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet.	
6	<b>Topic 2</b> <b>Create in 3Dcont./...:</b> <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>	Individually and / or in groups Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.	Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet.	
7	<b>Topic 2</b> <b>Create in 3D:</b> <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</li> </ul>	Individually and / or in groups Integration of the	Visual stimuli in resource books (e.g. groups of figures: musicians).	

	texture	elements and principles, etc. happens continuously and builds on what was implanted in the IP.	Earthenware clay (or any other 3D-making materials available), scratching tools. Self-reflection in workbooks: Journal, self-reflection worksheet.	
8	<b>Topic 2</b> <b>Create in 3Dcont./....:</b> <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>	Individually and / or in groups Integration of the elements and principles, etc. happens continuously and builds on what was implanted in the IP.	Visual stimuli in resource books (e.g. groups of figures: musicians). Earthenware clay (or any other 3D-making materials available), scratching tools. Self-reflection in workbooks: Journal, self-reflection worksheet.	
9	<b>Formal Practical Assessment Task (FAT):</b>  Create in 3D: Earthenware (or any other 3D-making materials available) figures  <b>FAT: 50 marks converted to 10</b>	Individually.		
10	<b>Topic 3</b> <b>Visual literacy:</b> <ul style="list-style-type: none"> <li>• Art Elements: use in description of artworks (shape, line, tone, texture, colour)</li> <li>• Design principles: use in description of artworks: proportion, harmony, rhythm, emphasis, contrast</li> <li>• Emphasis on learners' 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 (e.g. musicians)</li> </ul>	Individually.	Visual stimuli in resource books (e.g. groups of figures: musicians). Self-reflection in workbooks: Journal, self-reflection worksheet.	

## NOTES

### BACKGROUND

The above template aims to provide a bridge or connection between the teaching plan, in Section 3 of the NCS GR R-12 (CAPS) and the approved textbook in use by the teacher.

It is important that teachers use the CAPS document as the primary source with the textbook to SUPPORT teaching, learning and assessment. Not all the aspects and nuances of the prescribed content and skills are always unpacked in textbooks.

By using the template above, teachers can:

- plot the content suggested in the textbook per week
- compare the content specified in the textbook with the content described in the CAPS.

In this way, teachers can ensure that all aspects of the content have been covered. Other sources/textbooks could also be used and should be indicated in the last column of the template.

After plotting the content and skills in the template, ensure that the activities address all the important aspects of teaching a Creative Arts lesson. Use the self-reflection sheet below for this purpose.

### SELF REFLECTION

**Criteria to be considered for a checklist to evaluate Creative Arts practical activities:**

CREATIVE ARTS LESSON ACTIVITIES		
	CRITERIA	NOTES
1.	CAPS compliance	
1.1	All the content and skills for the term as described in the NCS Senior Phase CAPS has been addressed?	
1.2	Do the Dance and Drama lessons start with a short warm-up activity, followed with engagement of skills, application and presentation and ending with cooling down and reflection?	
2.	Diversity	
2.1	Are teachers consciously addressing barriers to learning by allowing more time to complete activities, breaking up a task into smaller, manageable activities, etc.?	
2.2	Does the teacher create a safe and supportive environment for learners to	



	explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance?	
2.3	Are Creative Arts opportunities provided for learners to give expression to their feelings and understanding, individually and in collaboration with others?	
3.	Cognitive levels	
3.1	The cognitive levels have been addressed in the teaching, learning and assessment process by allowing for 30% low cognitive level work, 40% medium cognitive ability work and 30% challenging or high level cognitive work?	
4.	Appropriate teaching methodology	
4.1	Specific details have been planned before actual presentation of the lesson: <ul style="list-style-type: none"> <li>■ prior knowledge</li> <li>■ strategies of introducing an activity</li> <li>■ type of questions to be asked</li> <li>■ source material (as stimulus, etc.)</li> <li>■ integration of practical and theoretical work to be used</li> </ul>	
4.2	Is there evidence of a Creative Arts workbook that is used for written work; rough and final drawings; planning of drama including character, plot, space, time; planning and reflection on dance, basic music notation, etc.?	
4.3	Does the teacher use a variety of visual and aural resources to stimulate original and creative work?	
4.4	Are all the learners participating and absorbed in the lesson activities?	
4.5	Does the teacher deal with those who do not participate with sensitivity and fairness, but still maintain control and discipline in the class?	
4.6	Do learners feel challenged, but not threatened?	
4.7	Do the activities provide as many creative possibilities in all aspects of the arts: listening, moving, dancing, singing, dramatising, drawing, etc.?	
4.8	Does the teacher value the learners' visual artwork by displaying it in the classroom, the school's foyer, staffroom, etc.?	
5.	Assessment supporting learning and teaching process	
5.1	The informal assessment process is planned for and it informs the formal assessment task?	
6.	Language across the curriculum:	
6.1	Explore appropriate arts terminology at end of each activity (the language of	

	Dance, Drama, Music and Visual Arts)	
6.2	Incorporate activities that explore new words	
6.3	Use word walls, etc.	
6.4	Writing and speaking activities throughout the lesson activity.	
7.	Effective use of resources and LTSM	