



Western Cape
Government

Education

FOR YOU



Directorate: Curriculum GET

General Education Certificate (GEC) Integrated Projects Guideline

Grade 9



INTEGRATED PROJECT 1:

Life Orientation (Anchor Subject)

Economic Management Sciences

Social Sciences

Languages

Creative Arts



CREATIVE ARTS

Dear Creative Arts teacher

This document contains guidelines towards the finalisation of the Integrated Project for the GEC pilot schools. It is written in the same format as the 2023/2024 Teaching and Assessment Plans (ATPs) to facilitate planning for term 3.

As the arts offer a mirror to society, it is advised to use the art forms to reflect key moments within the integrated task.

In line with the purpose of this task, being one of *integration*, the work explored in the other subjects can be extended through the arts.

Dance

It is suggested to use **visual stimuli** (photos and dance videos) to develop a vocabulary that will be the foundation for a dance sequence.

Drama

Drama performances could be improvisations that highlight aspects about **careers**, such as an **advertisement** or a **scene** that depicts a fictional interview process; your first day at a new job; a story of hope; exploring how Apartheid laws prevented people from entering the job market in a fair and equitable manner, and more.

Music

A **song / jingle / rap song** can be developed based on the stimulus of careers. Learners will be exposed to a variety of well-known songs. They can create their own song or select a song for which they develop lyrics. Other options would be to develop a rap or a jingle for an advertisement.

Visual Arts

Following a **visual literacy** activity in which learners are exposed to visual images of careers and poster examples, learners proceed to create a poster or flyer. The art elements and design principles must be used and applied in the creation of the poster or flyer. Another option would be to create props (3D artwork) that would support the Drama performance. This would be appropriate for schools where Visual Arts and Drama are offered.

See this link with ideas of photos, songs, advertisements, and posters that can be used as a stimulus for the practical work:

<https://bit.ly/GECPILOT>

Mapping the activities towards finalisation of the Integrated Task. The activities that need to be completed during each week for **Creative Arts** as part of the Integrated Project.

NB: Every period should start with an appropriate warm-up and end with a cool-down. Refer to the 2023/2024 ATPs or WCED Lesson Plans for guided warm-up/cool-down activities and video resources. See ideas for visual stimulus: careers. <https://bit.ly/GECPILOT> and <https://bit.ly/imagesvideos>

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 - 11
<p>CREATIVE ARTS: DANCE</p> <p><i>Each lesson will add onto what was done in the previous lessons throughout the term, culminating in a final performance /artwork for formal assessment.</i></p>	<ul style="list-style-type: none"> Learners divided into groups of 5-6. Provide visual stimulus for improvisation on careers to brainstorm and link to LO research. Guide learners to interpret the images & brainstorm descriptive words/ sentences for the images they view. Group discussion on findings. 	<ul style="list-style-type: none"> In groups, recap descriptive words/ sentences. Individually learners choose ONE word /sentence, improvise one movement by using descriptive word. In groups, learners show their movement. Group members experiment / improvise how to combine individual movement into a movement sequence. Develop by exaggerated movement (concrete to abstract). Practise & in workbooks create images / storyboard: movements & order of movements. 	<ul style="list-style-type: none"> In groups, learners incorporate some dance elements: <ul style="list-style-type: none"> ✓ SPACE: Levels – low/ medium/ high. ✓ SPACE: Directions – front/ side / back/ diagonal etc. Return to workbook, add to images / storyboard. 	<ul style="list-style-type: none"> In groups, learners incorporate TWO locomotor and TWO non-locomotor movements. Include element of TIME (fast / slow). Incorporate a turn movement. Return to workbook, add to images / storyboard. 	<ul style="list-style-type: none"> Recap order of movements and levels, directions, locomotor, non-locomotor movement and a turn movement. Practise Dance sequence. 	<ul style="list-style-type: none"> Incorporate the element of FORCE, e.g., powerful, soft, jerky, smooth, etc. Practise Dance sequence to solidify order of movements and levels, directions, force, locomotor, non-locomotor, and a turn movement 	<ul style="list-style-type: none"> Add a beginning and ending to dance sequence Learners consider work done in Term1 & decide on interesting beginning & ending. 	<ul style="list-style-type: none"> In workbooks, learners provide a title for their dance sequence. Rehearse dance sequence including beginning & ending for Formal Assessment. Optional: could add music to dance sequence. 	

NB: Every lesson should start with a relevant vocal and body warm. Refer to the 2023/2024 ATPs or WCED Lesson Plans for guided warm-up activities and video resources. See ideas for visual stimulus: careers and examples of advertisements: <https://bit.ly/GECPILOT> and <https://bit.ly/imagesvideos>

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 - 7	WEEK 8	WEEK 9-11
<p>CREATIVE ARTS: DRAMA</p> <p><i>Each lesson will add onto what was done in the previous lessons throughout the term, culminating in a final performance /artwork for formal assessment.</i></p>	<ul style="list-style-type: none"> Note to Teacher: Prior to project, select an advertisement OR a short scene to explore careers. Learners divided into groups of 5-6. Provide visual stimulus for improvisation on careers to brainstorm and link to LO research. Do SEE THINK WONDER activity in workbooks. 	<ul style="list-style-type: none"> Choice: advertisement based on careers, continue exploring careers through research: view images & see examples of advertisements: Examples of storytelling advertisements. https://bit.ly/SAadsexamples https://bit.ly/SAAdsexamples2 https://bit.ly/advertsexamples https://bit.ly/3axsAH4 https://bit.ly/3m14NS8 Choice: scene continue exploring images or research completed for Social Sciences (Apartheid Laws), etc. <p>Advertisement & short scene</p> <ul style="list-style-type: none"> Interpret the images, advertisements & brainstorm Plot, Characters, Time, Space, Audience. Create a FLOW MAP to structure improvisation. Group discussion on findings & record in workbooks. 	<p>Continue from previous week:</p> <p>Advertisement & Short scene</p> <ul style="list-style-type: none"> Interpret the images, advertisements & brainstorm Plot, Characters, Time, Space, Audience. Complete flow map to structure improvisation. Discuss and agree on target audience: age group, economic, social, and political background. 	<ul style="list-style-type: none"> In groups create shared story circle to consolidate story. In groups, create tableaux to indicate beginning, middle, end of the scene / advertisement. 	<ul style="list-style-type: none"> Continue to practise scene / advertisement adding improvised dialogue. Focus on character's voice: pitch, pace, pause, intonation, tone. Physical characterisation: embody character – body language, facial expression. 	<ul style="list-style-type: none"> Basic Staging Conventions, Technical Resources: <ul style="list-style-type: none"> stage space placing of actors movement patterns props set pieces costume pieces sound basic lighting 	<ul style="list-style-type: none"> Rehearse advertisement /scene focusing on: <ul style="list-style-type: none"> Character voice Body language Facial expression Engaging Interaction Focus Active Listening Reaction Sustained Tension 	

See ideas for visual stimulus: careers: <https://bit.ly/MusicResourcesGEC> and <https://bit.ly/GECPILOT> and <https://bit.ly/imagesvideos>

Warm-up activity: sing a well-known song that the class enjoys and add body percussion / click with fingers / body movement. Refer to the 2023/2024 ATPs or WCED Lesson Plans for guided warm-up activities and video resources.

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 - 11
<p>CREATIVE ARTS: MUSIC</p> <p><i>Each lesson will add onto what was done in the previous lessons throughout the term, culminating in a final performance /artwork for formal assessment.</i></p>	<p>Music listening activity: Learners listen to various music excerpts based on careers.</p> <p>In groups Identify and discuss music elements: dynamics, tempo, beat, rhythm, texture.</p>	<p>Learners create different movements to express the mood of the music.</p> <p>How did the elements of the music contribute to the mood of the music?</p> <p>Learners complete a worksheet to identify the emotions.</p>	<p>Learners work in pairs. Select an image on careers. Write words that describe the images of these careers.</p> <p>Do <i>SEE THINK WONDER</i> activity in workbooks. Focus on energy / emotions, etc in the images. Exchange ideas with partner.</p> <p>Choose one of the music excerpts which best describes the selected image of careers.</p>	<p>Write the lyrics for a song / jingle / rap song about the selected career.</p> <p>Work on the rhythm of the words as it needs to make musical sense with the song.</p> <p>This is only a rough draft. A well-known song may be used.</p>	<p>Develop the song / jingle / rap song and practise it a few times.</p> <p>Further shape and develop the lyrics of the song.</p> <p>Add music elements: dynamics and tempo.</p>	<p>Add the music element texture: layering of sound, by adding percussion instruments / body percussion.</p>	<p>Practise the song with the body percussion / instruments.</p> <p>Add movement to the song / jingle / rap song.</p> <p>Ensure that all the music elements are included in the song / jingle / rap song.</p>	<p>Consolidate by practising a few times.</p> <p>Present the performance to the audience.</p> <p>Musicality and enthusiasm are important considerations for the performance.</p>	

See ideas for visual stimulus: careers. <https://bit.ly/GECPILOT> and <https://bit.ly/imagesvideos>

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 - 11
<p>CREATIVE ARTS: VISUAL ARTS</p> <p><i>Each lesson will add onto what was done in the previous lessons throughout the term, culminating in a final performance /artwork for formal assessment.</i></p>	<ul style="list-style-type: none"> Discuss visual stimulus to create poster/flyer on careers and link to LO research. Unpack poster/flyers and explore various examples. https://venngage.com/blog/poster-design/ Guide learners through a visual literacy activity to interpret the images. Group discussion on findings. 	<ul style="list-style-type: none"> Discuss purpose/goal of poster/flyer. Experiment with art elements & design principles: lettering and colour to achieve this goal. In the workbook, identify key information to be used. Include a clear call-to-action (what their next steps are). 	<ul style="list-style-type: none"> Consider your target audience – impact on layout, colour, design. https://venngage.com/blog/graphic-design-trends/ Apply art elements & design principles in poster design in rough to capture attention of target audience. 	<ul style="list-style-type: none"> Consider where you want to share your poster/flyer. (outside / a wall / social media /on the street – print / digital). Experiment with size, perspective, focal point, spacing of lettering & images. 	<ul style="list-style-type: none"> After all considerations explored during past weeks, decide, and apply final selected colour scheme. See https://venngage.com/blog/how-to-pick-colors/ 	<ul style="list-style-type: none"> After all considerations explored during past weeks, decide, and apply final lettering / fonts, hierarchy of information. 	<ul style="list-style-type: none"> Final application of icons /images to visualise concepts in the poster/ flyer design. See symbols: <ul style="list-style-type: none"> https://venngage.com/blog/symbols-and-meanings/ See icons: https://venngage.com/blog/infographic-design-6-ways-to-use-icons/ 	<ul style="list-style-type: none"> Final work to complete poster/ flyer for assessment. 	
<p>The different steps do not have to be rigidly demarcated per week but can be presented in a fluid way to explore the different characteristics of posters / pamphlets.</p>									

GEC SBA INTEGRATED PROJECT 2023: ASSIGNMENT PAGE

CREATIVE ARTS: DANCE

Note: This page is a summary of activities that describe the building blocks towards the final Dance composition that will be formally assessed as part of the GEC Integrated Project.

WEEK 1

Learners divided into groups of 5-6. Provide visual stimulus for improvisation on careers to brainstorm & link to LO research. Guide learners to interpret the images & brainstorm **descriptive words/ sentences** for the images they view. Group discussion on findings.

WEEK 2

Individually learners choose **ONE descriptive word**, improvise one movement using descriptive word. In groups, learners show their movement. Group members experiment / improvise how to **combine** individual movement into a **movement sequence**. Develop by exaggerated movement (concrete to abstract). Practise & in workbooks create images / storyboard: movements & the order.

WEEK 3

In groups, learners incorporate some dance elements:
SPACE: Levels – low/ medium/ high.
SPACE: Directions – front/ side / back/ diagonal etc.
Return to workbook, add to images / storyboard.

WEEK 4

In groups, learners incorporate **TWO locomotor** and **TWO non-locomotor** movements. Include element of **TIME** (fast / slow). Incorporate a **turn movement**.
Return to workbook, add to images / storyboard.

WEEK 5

Recap order of movements and levels, directions, locomotor, non-locomotor and a turn movement.
Practise Dance sequence.

WEEK 6

Incorporate the element **OF FORCE**, e.g., powerful, soft, jerky, smooth, etc.
Practise Dance sequence to solidify the order of movements & levels, directions, force, locomotor, non-locomotor and a turn movement.

WEEK 7

Add a **beginning and ending** to dance sequence.
Learners consider work done in Term1 & decide on interesting beginning & ending.

WEEK 8

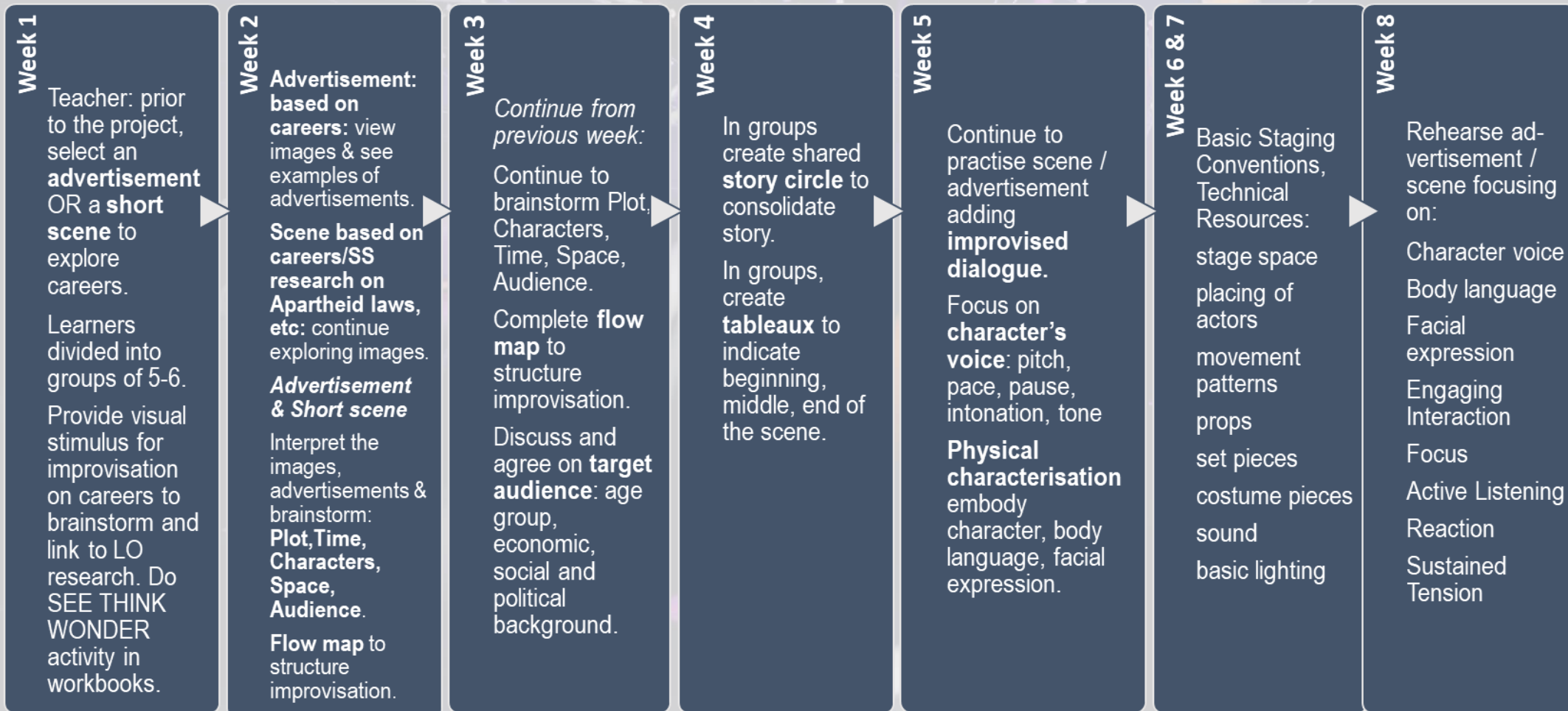
In workbooks, learners provide a **title** for their dance sequence.
Rehearse dance sequence including beginning & ending for Formal Assessment.
Optional: could add music to dance sequence.

GRADE 9 INTEGRATED PROJECT - DANCE RUBRIC

CRITERIA/ MARK ALLOCATION	1	2	3	4	5
Teamwork	Learners unable to work together; resulting in an ill prepared final performance.	Learners struggle to work as a team, found it difficult to solve problems & work collaboratively during lessons to achieve a final performance.	Learners attempt to solve problems and can collaborate at times. Lesson time not always used productively to achieve a final performance.	Learners work well as a group, solving problems and collaborating in most lessons to achieve a final performance.	Learners work very well as a group, solving problems together and collaborate in all lessons to achieve a final performance.
Stimulus careers – transposed to movement	Learners struggle to create movement to interpret the chosen career.	Learners struggle to use improvisation and most often revert to known steps/movement which did not interpret the chosen career.	Learners attempt to use improvisation but sporadically revert to known steps/movement to interpret the chosen career.	Learners able to use improvisation to develop relevant movement vocabulary to interpret the chosen career.	Learners able to use improvisation creatively to develop relevant movement vocabulary to interpret the chosen career.
Clear beginning and end	Minimal effort made to include a beginning and ending.	Limited understanding of beginning and endings.	A beginning and ending developed.	Appropriate beginning and ending suited to the career.	Appropriate and imaginative beginning and ending suited to the career.
Elements of dance and choreographic structures	Very limited understanding of space, time and force.	A limited understanding of how to use space, time and force.	An attempt made to use space, time and force.	An understanding of how to use space, time and force to enhance the message.	Excellent understanding of how to use space, time and force effectively/ creatively to enhance the message.
Performance & attention to detail	Learner is disengaged and gives little of themselves.	Learner performs with minimal confidence and limited accuracy.	Learner performs with a degree of confidence and accuracy.	Learner performs with confidence and accuracy. Shows attention to detail.	Learner performs with skill, confidence, and accuracy. Creative, innovate with attention to detail.
				TOTAL	25

GEC SBA INTEGRATED PROJECT 2023: ASSIGNMENT PAGE. CREATIVE ARTS: DRAMA

Note: This page is a summary of activities that describe the building blocks towards the final Drama composition that will be formally assessed as part of the GEC Integrated Project. Find *SEE THINK WONDER* Map and Flow Map here: <https://bit.ly/GECPILOT>



GRADE 9 INTEGRATED PROJECT -DRAMA RUBRIC

CRITERIA/ MARK ALLOCATION	1	2	3	4	5
Vocal Skills	Inaudible and slow or too fast pace. Needs improvement in interpretation of vocal skills.	Quiet or too loud. Monotone voice. Uneven pace.	Adequate use of volume, pitch, pace, pause and tone of voice.	Good use of volume, pitch, pace, pause and tone of voice.	Excellent vocal skills, natural pace, and skilful use of pitch, pause, volume and tone.
Body Language Gestures Facial Expressions	Lack of facial expressions. Express nervousness and lack of body movements.	Unsure facial expressions. Body language reflects nervousness. Lacks appropriate body movements.	Adequate body language and use of facial expressions. At times uncertain body movements.	Good use of facial expressions and body language.	Excellent and authentic use of facial expressions and body language.
Character Development	No visible character. Appears uncertain and uncomfortable.	Visible character traits. Lacks confidence.	Adequate characterisation. Shows confidence most of the time.	Strong developed character and confident stage presence.	Authentic and well-developed character. Compelling stage presence.
Improvised Scene Structure	No understanding of storyline. Sketch does not make sense.	Storyline not always clear and focused. Lacks substance in certain parts.	Visible storyline with a beginning, middle and end.	Clear and defined storyline. Strong beginning, middle and end.	Engaging and authentic storyline. Clear and focused beginning, middle and end.
Group Performance	Inadequate group performance. Lacked direction and communication.	Limited group interaction. Uncertain of performance and communication skills.	Adequate performance and group energy were sustained.	Good performance. Enjoyable and successfully engaged as a group.	Captivating performance and excellent group dynamic.
				TOTAL	25

GEC SBA INTEGRATED PROJECT 2023: ASSIGNMENT PAGE CREATIVE ARTS: MUSIC

Note: This page is a summary of activities that describe the building blocks towards the final Music performance that will be formally assessed as part of the GEC Integrated Project.

See ideas for visual stimulus: careers: <https://bit.ly/MusicResourcesGEC> and <https://bit.ly/imagesvideos> Warm-up activity: Sing a well-known song that the class enjoys and add body percussion / click with fingers / body movement. Refer to the 2023/2024 ATPs or WCED Lesson Plans for guided warm-up activities and video resources.

Music listening activity: Learners listen to a variety of music excerpts based on careers. In groups identify and discuss music elements: dynamics, tempo, beat, rhythm, texture.

Learners create different movements to express the mood of the music. How did the elements of the music contribute to the mood of the music? Learners complete a worksheet to identify the emotions.

Learners work in pairs. Select an image on careers. Write words that describe the images of these careers. Do SEE THINK WONDER activity in workbooks. Focus on energy / emotions, etc in the images. Exchange ideas with partner. Choose one of the music excerpts which best describes the selected image of careers.

Write the lyrics for a song / jingle / rap song about the selected career. Work on the rhythm of the words as it needs to make musical sense with the song. This is only a rough draft. A well-known song may be used.

Develop the song / jingle / rap song and practise it a few times. Further shape and develop the lyrics of the song. Add music elements: dynamics and tempo.

Add the music element texture: layering of sound, by adding percussion instruments / body percussion.

Practise the song with the body percussion / instruments. Add movement to the song / jingle / rap song. Ensure that all the music elements are included in the song / jingle / rap song.

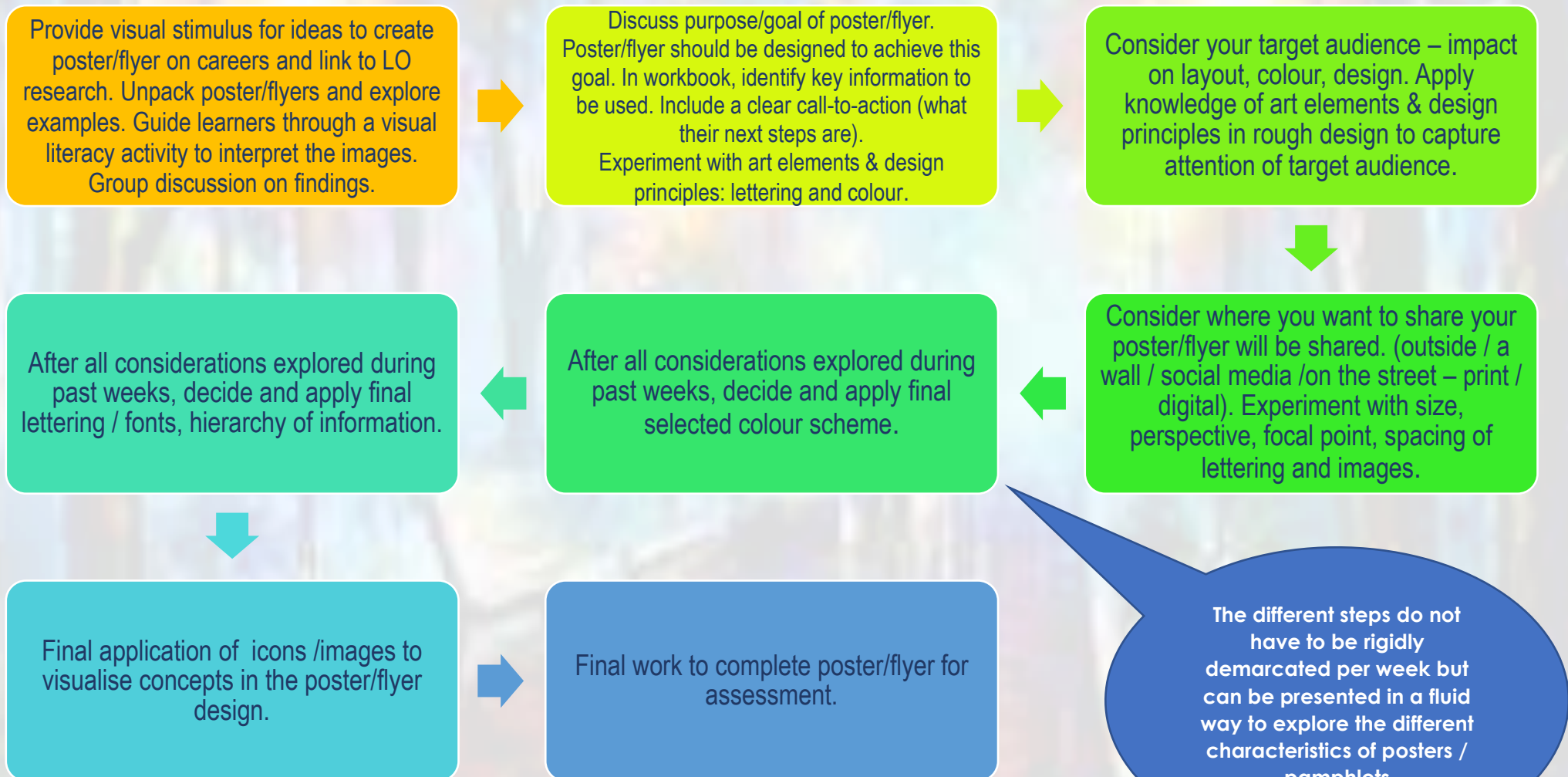
Consolidate by practising a few times. Present the performance to the audience. Musicality and enthusiasm are important considerations for the performance.

CRITERIA/ MARK ALLOCATION	1	2-3	4	5
Lyrics	Lyrics are not captivating, lack description of careers. Lyrics do not relate to any aspect of careers.	Lyrics are somewhat captivating and simple, with some reference to careers.	Lyrics are captivating, relates to careers as topic.	Lyrics are extremely captivating, describe careers creatively and innovatively. Deep understanding of all aspects of careers evident in lyrics.
Content of song	Does not reflect an understanding of careers; does not express a clear opinion; does not include facts to support an opinion.	Reflects little understanding of careers; does not express an opinion; includes few facts to support the opinion.	Reflects an understanding of careers. Expresses an opinion; includes facts to support the opinion.	Clearly reflects good understanding of careers; expresses a clear opinion; includes strong facts to support the opinion.
Melody	Very limited and inconsistent use of a melody and rhythm, not used effectively in line with the music genre.	Average use of melody and rhythm, inconsistent and does not depict the music genre.	Good melody, somewhat captivating rhythm which depicts the music genre.	Well balanced melody, interesting and captivating, excellent depiction of the music genre.
Performance	Lacks creativity and demonstrates no enthusiasm to create an effective performance.	Attempts to be creative but portrays limited enthusiasm to create an effective performance.	Creative and demonstrates enthusiasm to create a memorable performance.	Innovative and creative performance; portrays originality and enthusiasm to create a memorable and polished performance.
Overall Effectiveness	Lacks cohesion; parts do not interrelate. Poorly prepared and presented. Little evidence of effort.	Somewhat cohesive, parts interrelate somewhat. Poorly prepared and presented. Minimal evidence of effort.	Cohesive; all parts interrelate well. Good evidence of effort.	Extremely cohesive; all parts interrelate very well. Superior evidence of effort.
TOTAL				25

GEC SBA INTEGRATED PROJECT 2023: ASSIGNMENT PAGE

CREATIVE ARTS: VISUAL ARTS

Note: This page is a summary of activities that describe the building blocks towards the final Visual Art work that will be formally assessed as part of the GEC Integrated Project.



The different steps do not have to be rigidly demarcated per week but can be presented in a fluid way to explore the different characteristics of posters / pamphlets

GRADE 9 INTEGRATED PROJECT -VISUAL ART RUBRIC

CRITERIA/ MARK ALLOCATION	0-1	2-3	4	5
Use of Different types of Art Elements and Design Principles	No or limited use of Art Elements and Design Principles.	Is able but not consistent. Needs more practice.	Is able to use Art Elements and Design Principles appropriately.	Creative and innovative use of Art Elements and Design Principles.
Use of art materials	No or limited effort to use art materials correctly	Is able but not consistent. Need more exercise.	Is able to use art materials appropriately.	Creative and innovative use of art materials.
Technical skills	Poor skills level	Technically on an acceptable level	Technically good	Excellent technical abilities and skills
Overall impression and presentation of the artwork	General lack of commitment. Poor presentation.	General lack of commitment. Acceptable presentation.	Proof of commitment. Good presentation.	Proof of effort and commitment. Innovative and creative presentation.
The learner has expressed him-/herself confidently.	Attempted to express him-/herself, but not able to attain the desired outcome.	Able to express him-/herself in a meaningful manner. Needs more practice.	Has met the criteria to express him-/herself confidently and in a meaningful manner.	Exceeds expectations and criteria to express him-/herself confidently.
			TOTAL	25

