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1. DH's are “specialist” subject teachers

2. Planning:

Regular Subject Meetings

- At least twice per term
- Include:
 - Invitation
 - Agenda
 - Minutes
 - Attendance register
- The DH and subject teachers must agree on internal monitoring and control and pre- and post-moderation dates. These dates should be captured in the minutes of the meeting.





3. Profiling of subject teachers

- The DH must know the exact **SKILLS SET** and developmental needs of the teachers in his/her department.

“A skills set is the knowledge, abilities, and experience needed to perform a specific task.”

4. Allocation of subjects / grades:

- The DH is part of the SMT who is responsible for subject allocations at the start of each new school year.
- Teacher profiles and the needs of the school are key criteria that should be considered during this process.

5. Induction of Novice Teachers / New to the Subject

- All new-in-the-system and new-to-the-subject teachers are considered as novice teachers and should receive induction by the DH and, if needed, assisted by the Subject Head.



6. Allocation and delegation of responsibilities

6.1 Subject Heads:

The DH can delegate certain responsibilities to a Subject Head, however the *DH still remains accountable for the subject.*

6.2 Subject Mentors:

The DH should allocate a senior teacher as a mentor to a novice teacher for at least one year.

6.3 Internal examiners and moderators:

- The DH must nominate all internal (school level) examiners in the subject(s) that the DH is managing.
- The duty of moderator can be delegated to a Subject Head or Senior Teacher with specialised subject knowledge and experience, especially in the lower grades **where DH's are responsible for many subjects OR where the DH lacks the required subject knowledge.**

Monitoring of informal and moderation of formal activities

- Control of Teachers' files and learners' informal activities: at least twice per term.
- Pre- and post-moderation of all formal assessment tasks:
 - **Pre-moderation:** DH ensures that tasks are set according to the Free State Assessment Guidelines.
 - **Post-moderation:**
For less than 30 learners in the grade, moderate at least 3 scripts (low, medium, high);
For more than 30 learners in a grade, moderate 10% of scripts, to a maximum of 10 scripts.
- Evidence of detailed pre-and post-moderation reports must be kept in the teacher's file.



TIMELINE OF DH DUTIES (Assessment)

Term 1 and 3

Formal
Assessment

Curriculum
control

- 2 x Formal practical assessment tasks (50 marks convert to 25) for both grade 8 and 9.

- Minimum 1 x Informal activity per week covering ALL the content for the week specified on ATP.

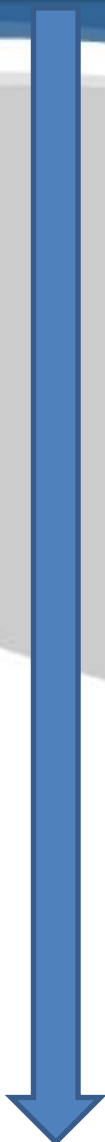
Term 2 and 4

Formal
Assessment

Curriculum
control

- 2 x Formal practical assessment tasks (50 marks convert to 25)
- 2 x Formal written tests/exams (50 marks convert to 25 Art 1) (50 marks convert to 25 Art 2) Paper 2 hours (1 hour Art1, 1 hour Art 2).

- Minimum 1 x Informal activity per week covering ALL the content for the week specified on ATP.



PROGRAMME OF ASSESSMENT: GRADE 8 – 9

PROGRAMME OF ASSESSMENT: CREATIVE ART			
Formal assessments (SBA during the year)			End-of-year examination
60%			40%
Assessment per term			
Term 1	Term 2	Term 3	Term 4
<u>Practical assessment</u>	<u>Written assignment or test</u>	<u>Practical assessment</u>	<u>Practical examination</u>
Art form 1: 25 marks	Art form 1: 25marks	Art form 1: 25 marks	Art form 1: 25 marks
Art form 2: 25 marks	Art form 2: 25 marks	Art form 2: 25 marks	Art form 2: 25 marks
Total 50	<u>Practical assignment</u>	Total 50	<u>Written examination</u>
	Art form 1: 25 marks		Art form 1: 25 marks
	Art form 2: 25 marks		Art form 2: 25 marks
	Total 100		Total 100
<i>Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</i> SET ALL TASKS OUT OF 50 MARKS AND CONVERT TO 25			

2023/2024 ATPS

FORMAL ASSESSMENT TASK CRITERIA. (evidence in learner portfolio).

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Grade 8 Creative Arts: Dance

Suggested PLANNING of TEACHING and ASSESSMENT

TERM 1	Week 1 - Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topics	Dance Theory and Literacy	Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	
Concepts, Skills and Values	Dance Theory and Literacy Baseline Assessment: This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 7. The baseline could include the following, and is not limited to: - practical /performance activities (exercises) exploring different dance elements: space, time, force, - participation in short dance sequence, - classroom discussion (verbal question and answer, group discussions) on basic dance elements, - a quiz, online competition/ educational games, - Identifying dance movements through visual aids, - mind map of code of conduct, - educational games, - worksheets.		Dance Performance 1. Dance Conventions: setting a safe environment. 2. Warm Up: locomotors, creating a safe environment. 3. Floor work: core stability exercise: strengthening back, abdominal muscles. 4. Cooling down with imagery. Dance Improvisation and Composition Basic locomotor movements, varying space and direction: walk & run, skip, hop, jump, slide, gallop, leap. Dance Theory and Literacy Dance terminology Locomotor & non-locomotor movement terms.	Dance Performance 1. Dance Conventions: Continues with establishing a code of conduct. 2. Warm Up: explore various locomotors and non-locomotors in combination varying in tempo as for Topic 2. 3. Floor work: continues with focus on breathing and curving and lengthening of the spine. 4. Travelling movement combinations across the floor. 5. Cooling down with imagery. Dance Theory and Literacy Dance terminology Code of Conduct: Poster.	Dance Performance 1. Warm Up: locomotors & non-locomotors with change of direction as for Topic 2. 2. Leg muscles and joint strengthening and mobility: knee bends and rises in parallel and turned-out. 3. Articulation of feet and mobility of ankle and knee joints: foot isolations. 4. Travelling movement combinations across the floor & changing directions. 5. Cooling down with safe, slow stretching. Dance Theory and Literacy Dance terminology Locomotor and non-locomotor movements.	Dance Performance 1. Warm Up: with change of direction and focus. 2. Leg muscles and joint strengthening and mobility: continues with low leg extensions/brushes. 3. Articulation of feet and mobility of ankle and knee joints: with small jumps and safe landings. 4. Cooling down with imagery and safe, slow stretching. Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo.	Dance Performance 1. Warm Up 2. Floor work 3. Leg muscles and joint strengthening and mobility 4. Articulation of feet and mobility of ankle and knee joints 5. Travelling movement combinations 6. Cooling down Dance Improvisation and Composition Continue developing a short dance sequence. Dance Theory and Literacy Dance terminology.	Dance Performance Preparation towards the FAT (Formal Assessment Task). Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo.	Formal Practical Assessment Task (FAT) Dance performance Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo. 25 marks assessed with a rubric	
	Dance Theory and Literacy are integrated with Dance Performance and Improvisation and Composition. Learners apply theoretical concepts continually in a practical activity.									
Requisite Pre-Knowledge	Basic and developing Dance technique; understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements; basic understanding of Dance elements such as time, space, safe landings; understanding and application towards correct posture and alignment.								Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour and theatre etiquette.	
Resources (other than textbook) to enhance learning	Open up adequate classroom space / CD player / Interactive whiteboard / Data projector / Laptop Props / Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / Appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. https://drive.google.com/open?id=1su7WRVHV9uOedl8J8E-kUwSu_OWn35								Lesson Plans: https://bit.ly/37WLpHE	
Informal Assessment & Remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.									
	Workbook: mind map on Code of Conduct in the dance class - discussion, negotiation and ideas for generating a class poster.	Workbook: mind map / worksheet / diagram on elements of Dance explored in grade 7.	Workbook: reflection by means of journal on locomotor and non-locomotor movements and terminology.	Workbook: Code of Conduct in the dance class: generating a class poster; reflection on new Dance terminology by means of journal / worksheet / mind map.	Observation, side coaching and direction by teacher to continuously improve technique. Workbook: diagram on Dance elements. The importance of warm up and cooling down.	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: diagram on Dance elements.	Teacher guidance towards Dance performance. Peer assessment on locomotor & non-locomotor combinations. Workbook: worksheet for peer assessment.	Rehearsal; directing by teacher and peers towards polished Dance performance. Workbook: worksheet for reflecting on Dance performance.	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.	
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									

CONTENT TO COVER PER WEEK. (evidence in workbooks).

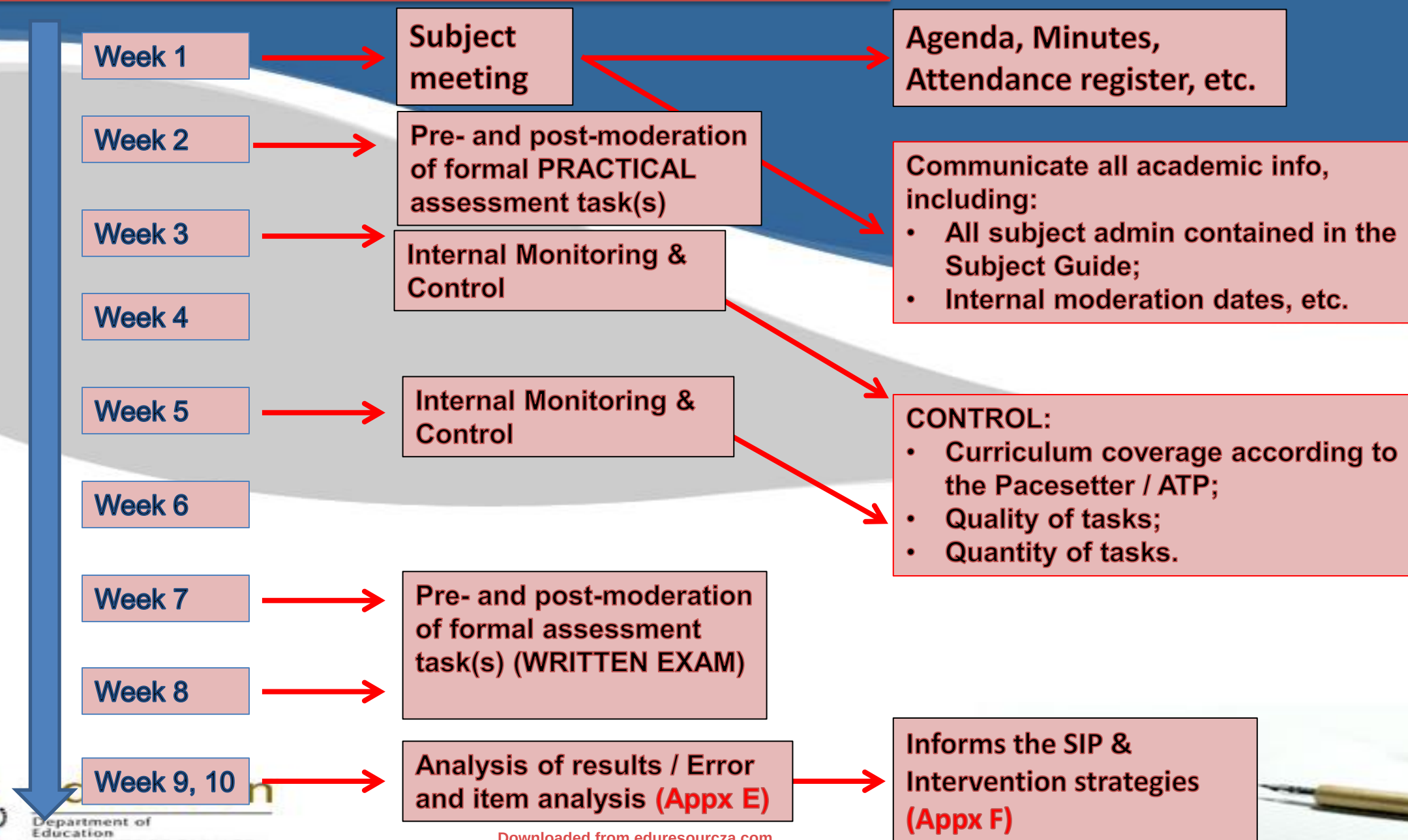
LINK TO RESOURCES

LINK TO LESSON PLANS & INFORMAL ACTIVITIES

INFORMAL ACTIVITIES TO DO IN WORKBOOK PER WEEK.

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TIMELINE OF DH DUTIES (Internal Moderation + Control)





TEACHER FILE INDEX

1. Timetable
2. Subject Assessment Plan (programme of assessment)
3. Annual Teaching Plan
4. Formal assessment tasks and memoranda
 - Term 1: FAT 1: Art form 1 & Art form 2
 - Term 2:
 - FAT 2: Art form 1 & Art form 2
 - TEST: Art form 1 & Art form 2
 - Term 3: FAT 3: Art form 1 & Art form 2
 - Term 4:
 - PRACTICAL EXAM: Art form 1 & Art form 2
 - THEORY EXAM: Art form 1 & Art form 2



5. Mark sheets (personal and SASams)
6. Internal Moderation reports
7. Item & Error analysis (Term 2 and Term 4 reports)
Subject improvement plan
Intervention plan and reports
8. General:
 - a. CAPS policy document & Strengthening of caps
 - b. Correspondence received from the department
 - c. Dates and minutes of Subject meetings /workshops.



DH must ensure that the Creative Art Subject Guide, all subject policies, guidelines, circulars (LTA's), etc. received from DoE and DBE are up to date and kept in the subject master file.

The DH must ensure timely communication of all letters and information received from DBE, DoE (province & district), including the school visit program of the Subject Advisor, moderation plans, invitations to training sessions, and other subject related information.



- ☐ Curriculum Coverage must be reported on twice per term as per LTA 25 of 2023.
- ☐ DHs are responsible for making sure that reports are accurate and submitted to the Department of Education on the agreed upon dates.



LTA 25 OF 2023 (CURRICULUM COVERAGE)



Enquiries: JW Nel
Tel: 0733115792
Email: jwnel2@gmail.com
Reference no: Curriculum Coverage 2024



education
Department of
Education
FREE STATE PROVINCE

SECONDARY SCHOOLS LTA 25 OF 2023

26 September 2023

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
DIRECTORS AT HEAD OFFICE
DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS: CURRICULUM IMPLEMENTATION
DEPUTY CHIEF EDUCATION SPECIALISTS: CURRICULUM IMPLEMENTATION
CIRCUIT MANAGERS
PROVINCIAL SUBJECT CO-ORDINATORS
SUBJECT ADVISORY AND ADMINISTRATIVE CO-ORDINATORS
SUBJECT ADVISORS: SECONDARY SCHOOLS CURRICULUM
PRINCIPALS OF SCHOOLS
DEPARTMENT HEADS AND TEACHERS AT SECONDARY SCHOOLS
TEACHERS' UNIONS

MEASUREMENT OF CURRICULUM COVERAGE IN 2024

Since 2020 online tracking of curriculum coverage in all subjects from grade 8 to 12 became the norm in the Free State. This practice is continuing in 2024.

The purpose of this activity is to identify challenges in schools at an early stage. Data from these surveys are used to plan targeted interventions from districts, as well as head office. Lack of curriculum coverage is a major contributing factor to poor learner performance. In schools where learners are thoroughly exposed to all concepts and skills in a particular subject, performance is largely good, whereas the opposite holds true for schools where learners are not exposed to the needed concepts and skills.

The Directorate Secondary Schools will continue to use the developed online curriculum coverage tools to track monthly progress in 2024. The online tool will be distributed monthly from subject advisors to subject teachers for completion. The data must be verified by Departmental Heads before submission. Subject advisors must compile a subject report per district based on information received from schools. The information will then be shared with districts as well as head office to enable intervention where applicable. Verification of submitted curriculum coverage data will take place during school visits by districts as well as head office.

Completion of curriculum coverage tools by subject teachers are compulsory. The department supplied all schools with routers and no teachers can use unavailability of data as an excuse for non-compliance. Principals and SMT members are requested to ensure that all subject teachers submit the requested data on the dates summarised in ANNEXURE A. These dates should form part of the curriculum plan in each school and the Departmental Heads must monitor submission by subject teachers.

I look forward to your continued support and co-operation.

Adv. TH Malapane
Superintendent General: Education

DATE: 28/9/2023

SECONDARY SCHOOLS LTA 25 OF 2023

26 September 2023

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
DIRECTORS AT HEAD OFFICE
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CHIEF EDUCATION SPECIALISTS: CURRICULUM IMPLEMENTATION
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'Raising the bar, Closing the gap
& supporting learners in all grades'



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Completion of curriculum coverage tools by subject teachers are compulsory. The department supplied all schools with routers and no teachers can use unavailability of data as an excuse for non-compliance. Principals and SMT members are requested to ensure that all subject teachers submit the requested data on the dates summarised in ANNEXURE A. These dates should form part of the curriculum plan in each school and the SMT must monitor submission by subject teachers.

Annexure A of LTA 1/2023: Curriculum coverage



ANNEXURE A: SECONDARY SCHOOLS CURRICULUM PLAN FOR THE SUBMISSION OF CURRICULUM COVERAGE

	DATE	ACTIVITY	ACTION NEEDED
Curriculum Coverage 1	16 February 2024	Distribution of curriculum coverage tools to subject teachers	SAs distribute curriculum coverage tools to all subject teachers.
Curriculum Coverage 2	15 March 2024		
Curriculum Coverage 3	26 April 2024		
Curriculum Coverage 4	24 May 2024		
Curriculum Coverage 5	2 August 2024		
Curriculum Coverage 6	6 September 2024		
Curriculum Coverage 7	11 October 2024		
Curriculum Coverage 8	15 November 2024		
Curriculum Coverage 1	20 February 2024	Final date for completion and submission of curriculum coverage tools by all subject teachers.	SMTs at schools should ensure that all subject teachers complete the curriculum coverage tools provided for all grades.
Curriculum Coverage 2	19 March 2024		
Curriculum Coverage 3	30 April 2024		
Curriculum Coverage 4	28 May 2024		
Curriculum Coverage 5	6 August 2024		
Curriculum Coverage 6	10 September 2024		
Curriculum Coverage 7	15 October 2024		
Curriculum Coverage 8	19 November 2024		
Curriculum Coverage 1	26 February 2024	Final date for reporting on curriculum coverage to districts and head office	- Subject reports compiled by SAs and submitted to SAACs and PSCs for collation and submission to CESSs. - Cases of non-submission to be followed-up by districts. - Head Office sub-directorate reports submitted to office of the Director Secondary Schools Curriculum.
Curriculum Coverage 2	25 March 2024		
Curriculum Coverage 3	6 May 2024		
Curriculum Coverage 4	3 June 2024		
Curriculum Coverage 5	12 August 2024		
Curriculum Coverage 6	16 September 2024		
Curriculum Coverage 7	21 October 2024		
Curriculum Coverage 8	25 November 2024		



	DATE	ACTIVITY	ACTION NEEDED
Curriculum Coverage 1	16 February 2024	Distribution of curriculum coverage tools to subject teachers	SAs distribute curriculum coverage tools to all subject teachers.
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Curriculum Coverage 1	20 February 2024	Final date for completion and submission of curriculum coverage tools by all subject teachers.	SMTs at schools should ensure that all subject teachers complete the curriculum coverage tools provided for all grades.
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Curriculum Coverage 8	19 November 2024		



- Provincial SBA moderation takes place bi-annually during July & October.
- Between 15 to 30 schools per district are sampled per session.

Challenges highlighted in previous report:

- Poor quality pre- and post-moderation of formal assessment tasks;
- Clustering of marks on SA SAMS;
- Capturing of (1) on SA SAMS with no evidence of the assessment.

Brief/Instruction: Compose a short improvisation based on a theme related to cultural practices (rituals, ceremonies) in SA or other countries. Develop structure for performance. Develop character, ensure audibility of spoken dialogue, create and sustain dramatic tension. Classroom OR Recording/Film

NAMES OF GROUP MEMBERS

1. _____
2. _____
3. _____
4. _____
5. _____

		MARKS PER CANDIDATE				
Candidate number:		1	2	3	4	5
Assessment Criteria:		/10	/10	/10	/10	/10
Indv	Character					
Grp	Groupwork					
Grp	Presentation					
Grp	Planning					
Indv	Reflection					
TOTAL MARK/50						

Criteria	Outstanding 10 – 8	Substantial 7 – 6	Adequate 5 – 4	Limited 3- 1
STORY PLANNING: Group planning is clear. The planning of the characters and setting is clear.	Outstanding planning of the story	Substantial planning of the story	Adequate planning of the story	Limited planning of the story
CHARACTERS: The group was able to perform the characters in a believable manner. Members able to memorise lines.	Outstanding interpretation of characters	Substantial interpretation of characters	Adequate interpretation of characters	Limited interpretation of characters
GROUP WORK: Group worked well together; all members contributed to the success of the performance.	Outstanding groupwork	Substantial groupwork	Adequate groupwork	Limited groupwork
PRESENTATION: The group was creative with the presenting of their story.	Outstanding presentation	Substantial presentation	Adequate presentation	Limited presentation
REFLECTION: Learner reflected on all questions asked.	Outstanding reflection	Substantial reflection	Adequate reflection	Limited reflection
TOTAL				/50



Thank you for attending!

