



**TO: CHIEF DIRECTORS
DISTRICT DIRECTORS
CIRCUIT MANAGERS
CHIEF EDUCATION SPECIALIST: GET & FET
CREATIVE ARTS / LIFE SKILLS / FET ARTS SUBJECT ADVISORS
PRINCIPALS OF SCHOOLS**

KZN CURRICULUM CIRCULAR NO. 01 OF 2026

**MANDATORY SCHOOL-BASED AND CLUSTER CREATIVE ARTS EXHIBITIONS
FOR GRADES 4–9 LEARNERS**

1. Purpose

This notice serves to direct all schools with Intermediate Phase (Grades 4–6) and Senior Phase (Grades 7–9) learners to plan, organize, and host a **School-Based Creative Arts Exhibition** during the third term of each academic year.

The primary objective at this stage is **mass participation**. Every single learner enrolled in Creative Arts (Grades 7–9) and Life Skills (Grades 4–6) must have their practical work, creative processes, or performance highlights showcased to the community.

2. Exhibition Timeline and Themes

- a. **Timeline:** To ensure uniform implementation across the province, all school-based exhibitions must take place on the month of **September each year**. School Management Teams (SMTs) must ensure the date chosen by a school is reflected in the School Annual Plan.

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- b. Exhibition Themes:** Each school or collaborating cluster **must choose a specific creative theme** to anchor and guide their exhibition.
- c. Heritage Month Integration:** As these events coincide with national **Heritage Month** in September, schools are highly encouraged to incorporate heritage, cultural identity, and local South African history into their chosen themes and artistic displays.

3. Strict Alignment with the Annual Teaching Plan (ATP)

To ensure that this project supports classroom teaching rather than adding an extra burden, **all artworks, crafts, and performances exhibited must be directly aligned with the CAPS Annual Teaching Plan (ATP)** for Term 1, Term 2, and Term 3. The exhibition must showcase the actual curriculum content that learners have covered in class.

4. Policy Alignment and Specific Aims

In accordance with the *Curriculum and Assessment Policy Statement (CAPS)*, assessment in the arts is heavily weighted toward practical application and presentation. By hosting these mandatory public showcases, schools directly fulfill the foundational intentions of the Creative Arts curriculum, which aim to:

- a. Provide Access and Exposure:** Provide access to basic arts education for all learners, giving them meaningful exposure to and experiences in dance, drama, music, and visual arts.
- b. Nurture Talent and Innovation:** Develop creative, expressive, and innovative individuals and teams, while actively identifying and nurturing artistic talent, aptitude, and enthusiasm.
- c. Build Skills and Literacy:** Equip learners with adequate basic skills to pursue further studies in the art forms of their choice, while simultaneously developing arts literacy, appreciation, and an awareness of arts across diverse cultures.
- d. Develop Future Citizens:** Foster life skills through the arts, while intentionally developing future audiences and arts consumers within our communities.

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5. Inclusivity of Art Forms (Performing Arts and Visual Arts)

Participation is not limited to schools offering Visual Arts. Exhibition formats must align directly with the specific art forms taught at the school based on their ATP setups:

- a. **Schools offering Visual Arts and Crafts:** Will host galleries displaying physical 2D artworks, 3D models, and traditional craftworks.
- b. **Schools offering Performing Arts (Dance, Drama, and Music):** Will structure their exhibition as a live showcase. If a school specializes in dance and drama, they must exhibit live dance and drama performances to the attending parents and community members.

6. Cross-Phase and Interdisciplinary Integration

To maximize the impact of the exhibition and showcase holistic learner development, schools are highly encouraged to integrate across subjects and phases:

- a. **Primary Schools (Foundation & Intermediate Phase):** Schools may include outstanding creative artworks produced by learners in the **Foundation Phase (Grades R–3)**. Furthermore, the exhibition can incorporate practical project models and design work created in other subjects, such as **Technology** or **Natural Sciences and Technology (NST)**.
- b. **Secondary Schools (Senior & FET Phase):** To create a seamless pathway for arts education, Senior Phase exhibitions can be integrated with the practical work of Further Education and Training (FET) learners. Schools should include senior artworks and performances from subjects such as, **Dance Studies, Design, Dramatic Arts, Music, and Visual Arts**.

7. Collaborative Options: Cluster and PLC Exhibitions

Where schools belong to functional subject clusters or active Professional Learning Communities (PLCs), they are encouraged to collaborate. Rather than working in isolation, clusters or PLCs may organize a joint **Cluster/PLC Arts Exhibition**, allowing neighbouring schools to pool resources, share venues, and celebrate collective regional talent under a unified theme.

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8. Integration with Term 3 School Events

Schools maintain the flexibility to align the Arts Exhibition with existing calendar highlights to manage time and resources effectively:

- a. **Integrated with Grade 7 Life Orientation Career Simulation Day:** Merging the arts showcase with the mandatory Term 3 Grade 7 Career Simulation activities. This directly satisfies the subject aim to expose learners to careers in the arts. Learners simulating careers in creative industries, media, curating, or performance can use the exhibition to fulfill both requirements simultaneously.
- b. **Integrated with EMS Market Day:** Combining the exhibition with the Economic and Management Sciences (EMS) Market Day, creating a vibrant community festival environment.
- c. **Stand-Alone Event:** Hosted as a dedicated, independent School Arts Exhibition Day.

9. Entrepreneurial Opportunities, Sponsorships, and Awards

- a. **Pricing of Artworks:** To encourage entrepreneurship and reward artistic excellence, teachers are authorized to price outstanding learner artworks. Parents, guardians, and community members will have the opportunity to purchase these selected pieces during the exhibition.
- b. **Sponsorships and Funding:** Where possible, schools are encouraged to approach local businesses, sponsors, or community partners to source funding.
- c. **Learner Recognition:** Sourced funding or sponsorships should be utilized to award outstanding learners with certificates of merit and excellence to validate their hard work and encourage continued participation in the arts.

10. Community Integration and Stakeholder Invitations

These exhibitions must be hosted locally at the school or cluster site to foster community pride. SMTs and teachers are instructed to formally invite the following stakeholders:

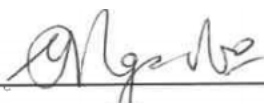
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- a. **Parents and Guardians:** To witness and support their children's artistic growth.
- b. **Local Traditional Leadership:** Including the local *Induna*, to bridge the gap between school curriculum and cultural heritage.
- c. **Local Governance:** Ward Councillors and community leaders to advocate for the value of arts education.
- d. **Cultural Experts:** Local artists, musicians, and traditional crafters (including those specializing in beadwork, pottery, and weaving) to inspire learners.
- e. **Neighbouring Educators:** Teachers from surrounding schools to share best practices.

11. Monitoring and Compliance

The activity will be monitored by District and Provincial officials, including Life Skills, Creative Arts, and FET Arts Subject Advisors, during school support visits in September. Alongside final products and live performances, schools must prominently display learners' **Sourcebooks/Workbooks** to demonstrate the structural evolution and "process work" of their projects.

Schools are requested to be highly creative, resourceful, and enthusiastic in the execution of this task.



MR GN NGCOBO

HEAD OF DEPARTMENT:

KZN DEPARTMENT OF EDUCATION

DATE: 3/6/26