

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPICS	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Careers	Careers	Formal practical assessment	Formal practical assessment
CONCEPTS, SKILLS AND VALUES	Voice: Relaxation and breathing exercises Physical: Release tension and mirror work activities Commence development of short improvisation (use themes relevant to learners) Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners	Voice: Relaxation, breathing and resonance exercises Physical: Use imagery to warm-up the body Develop a storyline with beginning, middle and end Focus on who, what, where and when	Voice: Relaxation, breathing and resonance exercises Physical: Use imagery to warm-up the body Shape and develop scenes – using tableaux	Voice: Relaxation, breathing and articulation exercises, e.g. tongue twisters Physical: Explore movement dynamics Develop characters, space, theme and message of drama	Voice: Relaxation, breathing and articulation exercises Physical: Explore movement dynamics Explore physical relationships in space, focus points, levels, and proximity of characters to each other Consider where the audience is seated	Voice: Relaxation, breathing and articulation exercises Physical: Explore movement dynamics Focus of listening and concentration, action and reaction Practise the scene, refining it for performance (homework – rehearse own part and if possible, in group to prepare for formal practical assessment in week 8 to 11)	Research Performing careers: actors/ dancers/ singers/ clowns/ stand-up comedians Rehearse improvised drama for assessment	Present/submit (video/written/audio/electronic – website/PowerPoint) research careers of performing Careers: actors/ dancers/ singers/ clowns/ stand-up comedians Rehearse improvised drama for assessment	Classroom improvised drama OR Recording/filming of improvised drama	Classroom improvised drama OR Recording/filming of improvised drama
REQUISITE PRE-KNOWLEDGE	Voice – basic skills and understanding of breathing, resonance, articulation and projection Physical – basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique – Understanding and application of drama elements such as character, plot, time, space and audience						Basic research skills: Access: (how to find information) Enquire, locate, identify, observe, research Process: (the information) Arrange, compare, evaluate, analyse, communicate Use: Accept, reject, apply, choose		Rehearsal towards polished performance during past 8 weeks Performance skills, audience behaviour, theatre etiquette	
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space CD player, interactive whiteboard, data projector, television, laptop Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazine articles, newspapers Appropriate digital apps i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, video maker apps Lesson plans: https://bit.ly/37WLphE									
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Explore stimulus for improvisation: Mind maps	Workbook: Mind map of elements of drama and skeleton of plot of the play	Observation, side coaching and direction of tableaux	Workbook: Character analysis in template, journal or visual image of theme, poster of message of play	Observation, side coaching, direction of physical relationships and use of space Reflection of progress	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Workbook: First draft of research.	Dry run of research presentation	Classroom discussion and reflection	
SBA (FORMAL ASSESSMENT)	Formal assessment task: Practical assessment during week 9 to 11								Formal assessment task: Drama performance 25 marks assessed with a rubric	

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 7 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-8		WEEK 9-11
CAPS TOPICS	Dramatic skills development; Interpretation & performance: Choral verse/ folktales	Dramatic skills development; Interpretation & performance: Choral verse/ folktales	Dramatic skills development; Interpretation & performance: Choral verse/ folktales	Dramatic skills development; Interpretation & performance: Choral verse/ folktales	Dramatic skills development; Interpretation & performance: Choral verse/ folktales	Dramatic skills development; Interpretation & performance: Choral verse/folktales	Dramatic skills development; Interpretation & performance: Choral verse/folktales	Practical and written examination
CONCEPTS, SKILLS AND VALUES	<p>Voice: Relaxation & posture, breathing exercises</p> <p>Physical: Release tension, loosen and energise the body</p> <p>Choral verse: Text analysis</p>	<p>Voice: Relaxation & breathing exercises</p> <p>Physical: Release tension, loosen and energise the body</p> <p>Choral verse:</p> <ul style="list-style-type: none"> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues. <p>Careers: Creative team, including writer, director, producer, designer, composer, and lighting designer</p>	<p>Voice: Relaxation & breathing, resonance</p> <p>Physical: Release tension, loosen and energise the body, focus and mirror work</p> <p>Choral verse:</p> <ul style="list-style-type: none"> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others Listening and responding to cues <p>Careers: Creative team (continue from previous week)</p>	<p>Voice: Breathing, Resonance</p> <p>Physical: release tension, loosen and energise body, focus, mirror work</p> <p>Choral verse:</p> <ul style="list-style-type: none"> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others Listening and responding to cues <p>Careers: Creative team (continue from previous week)</p>	<p>Voice: Breathing, resonance, articulation</p> <p>Physical: Use imagery to explore movement dynamics</p> <p>Choral verse: In addition to techniques explored during previous weeks, add: Group movement, working as one, using body percussion</p> <p>Careers: Creative team (continue from previous week)</p>	<p>Voice: Articulation</p> <p>Physical: Use imagery to warm up the body and explore movement dynamics</p> <p>Choral verse: Rehearse all aspects explored in previous weeks towards polished performance</p>	<p>Voice: Articulation</p> <p>Physical: Use imagery to warm up, explore movement dynamics, lead and follow, movements in pairs, small groups and as a class</p> <p>Choral verse: Rehearse all aspects explored in previous weeks towards polished performance</p>	<p>Practical Examination: Group Performance</p> <ul style="list-style-type: none"> Vocal and physical skills Interpretation & performance of texts: Choral Verse/ folktales <p>25 marks</p> <p>Written Control Test: Drama terminology</p> <ul style="list-style-type: none"> Elements of drama as explored in all topics Reflection and appreciation Analysis and application using dramatic texts: Choral verse/ folktales Careers <p>25 marks</p> <p>Equal weighting between theory and practical examination</p> <p>Recommendation: Exam slot on timetable to assess practical examination</p> <p>Cognitive levels:</p> <p>Lower order: 30%</p> <p>Middle order: 40%</p> <p>Higher order: 30%</p>
REQUISITE PRE-KNOWLEDGE	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space) ; ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience							
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open, adequate classroom space CD player, interactive whiteboard, data projector & laptop Pictures, photographs, stories, poems, anecdotes, one-liners, videos clips Appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers; appropriate applications for research and presentation Lesson plans: https://bit.ly/3IEYT6E							
INFORMAL ASSESSMENT; REMEDIATION	Workbook: Text analysis of Choral verse	Observation, side coaching	Observation, side coaching and direction. Workbook: new terminology explored quizzes, worksheets on creative team (careers)	Workbook: Creative team (careers) Observation, side coaching	Workbook: Creative team (careers) Observation, side coaching	Rehearsal, side coaching, directing by teacher and peers towards polished performance; self and peer assessment	Rehearsal, side coaching, directing by teacher and peers towards polished performance Reflection on own and other performance	
SBA (FORMAL ASSESSMENT)	Written and practical formal assessment during week 9-11							

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11	
CAPS TOPICS	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Dramatic skills development Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
CONCEPTS, SKILLS AND VALUES	<p>Voice: Relaxation, breathing, posture exercises</p> <p>Physical: Physical loosening up and energising of the body</p> <p>Improvised drama Create a drama using a cultural or social event as stimulus</p> <p>Drama elements in cultural and social events, compared to their use in theatre</p>	<p>Voice: Relaxation, breathing, resonance exercises (cont.)</p> <p>Physical: Physical loosening up and energising of the body</p> <p>Improvised drama (cont.)</p> <ul style="list-style-type: none"> Actors Audience Space 	<p>Voice: Relaxation, breathing, resonance exercises (cont.)</p> <p>Physical: Trust exercises in partners and small groups</p> <p>Improvised drama (cont.)</p> <ul style="list-style-type: none"> Time Costumes 	<p>Voice: Relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: Mirror work (using slow, controlled mirroring of narrative mime sequences)</p> <p>Improvised drama (cont.)</p> <ul style="list-style-type: none"> Props Special effects 	<p>Voice: Relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: Imagery to warm up the body and explore movement dynamics</p> <p>Improvised drama (cont.)</p> <ul style="list-style-type: none"> Music or accompaniment Movement or choreography Chants or use of call and response, dialogue 	<p>Voice: Relaxation, breathing, articulation exercises (cont.)</p> <p>Physical: Lead and follow movements in pairs, small groups and as a class</p> <p>Practise the drama, refining it for performance, prepare for formal practical assessment in week 9-11</p>	<p>Research careers of support team, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front-of-house staff</p> <p>Practise the drama to prepare for formal practical assessment in week 9-11</p>	<p>Present/ submit (video/ written/ audio/ electronic – website/ PowerPoint) research careers of support team, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front-of-house staff.</p> <p>Practise the drama to prepare for formal practical assessment in weeks 9-11</p>	Classroom improvised drama	Classroom improvised drama
REQUISITE PRE-KNOWLEDGE	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space), basic improvisation technique, understanding and application of drama elements character, plot, time, space, audience						<p>Basic skills:</p> <p>Access: (how find information) Enquire, locate, identify, observe, research</p> <p>Process: (the information) Arrange, compare, evaluate, analyse, communicate</p> <p>Use: Accept, reject, apply, choose</p>			
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Open, adequate classroom space, CD player, interactive whiteboard, data projector & laptop</p> <p>Pictures, photographs, stories, poems, anecdotes, one-liners, videos clips</p> <p>Appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.</p> <p>Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers, appropriate applications for research and presentation</p> <p>Lesson plans: https://bit.ly/36nNNPa</p>									
INFORMAL ASSESSMENT REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: Mind map of elements of drama, skeleton of plot of the play	Workbook: Mind map of elements of drama, skeleton of plot of the play	Observation, side coaching and direction of application of time Workbook: Costume design	Workbook: Design and list props, special effects	Observation, side coaching and direction of all aspects developed thus far	Rehearsal, side coaching, directing by teacher and peers towards polished performance	Workbook: Exploration of support team (careers)	Workbook: Presentation of support team (careers)	Classroom discussion and reflection	
SBA (FORMAL ASSESSMENT)	Formal practical assessment: Week 9-11								Formal assessment task: Drama performance 25 marks assessed with a rubric	

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7-10
CAPS TOPICS	Dramatic skills development Interpretation & performance: Folktales/choral verse	Dramatic skills development Interpretation & performance: Folktales/choral verse	Dramatic skills development Interpretation & performance: Folktales/choral verse	Dramatic skills development Interpretation & performance: Folktales/ choral verse	Dramatic skills development Interpretation & performance: Folktales/choral verse	Dramatic skills development Interpretation & performance: Folktales/ choral verse	Practical examination: Individual or group performance Vocal and physical skills Interpretation & performance of texts: Folktales/ choral verse 25 marks Written examination: Drama terminology • Elements of drama as explored in all topics • Reflection and appreciation • Analysis and application using dramatic texts: Folktales/ choral verse • Careers 25 marks Recommendation: Exam slot on timetable to assess practical examination
CONCEPTS, SKILLS AND VALUES	Voice: Relaxation & Posture, breathing exercises Physical: Release tension, loosen and energise the body Folktales (individual or group performance): Text analysis	Voice: Relaxation & breathing exercises Physical: Release tension, loosen and energise the body Folktales (individual or group performance): Storytelling techniques, narrative and dialogue Careers Related fields of Study , drama teacher, drama therapist, drama life coach, voice and speech therapist, movement therapist, radio and television presenters, master-of-ceremonies and agents	Voice: Relaxation & breathing, resonance Physical: Release tension, loosen and energise the body, focus and mirror work Folktales (individual or group performance): Vocal modulation and expression: Pitch, inflection, pace, pause, volume, emphasis, tone-colour Careers Fields of Study: Continue from previous week	Voice: Breathing, resonance Physical: Release tension, loosen and energise body, focus, mirror work Folktales (individual or group performance): In addition to elements explored in previous weeks, add: Movement, body language, facial expression, eye contact Vocal characterisation and physical characterisation Careers Fields of Study: Continue from previous week	Voice: Breathing, resonance, articulation. Physical: Use imagery to explore movement dynamics Folktales (individual or group performance): Use vocal sound effects as background sounds or as a soundtrack: Integrating song where appropriate	Voice: Articulation Physical: Use imagery to warm up the body and explore movement dynamics. Folktales (individual or group performance): Rehearse all aspects explored in previous weeks towards polished performance	Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%
REQUISITE PRE- KNOWLEDGE	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space), ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience						
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open, adequate classroom space CD player, interactive whiteboard, data projector, laptop Pictures, photographs, stories, poems, anecdotes, one-liners, videos clips Appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers; appropriate applications for research and presentation Lesson plans: https://bit.ly/3k7IRS2						
INFORMAL ASSESSMENT REMEDATION	Workbook: Text analysis of Folktale	Observation, side coaching and direction of tableaux Workbook: new terminology explored quizzes, difference between narrative and dialogue, modulation explored Workbook: Fields of Study: Careers worksheet	Observation, side coaching. Fields of Study: Careers- research: first draft submitted Workbook: worksheet on body language, facial expression, eye contact	Rehearsal, side coaching, directing by teacher and peers towards polished performance, self and peer assessment. Careers: Fields of Study: Research submitted			
SBA (FORMAL ASSESSMENT)	Formal practical and written examination: Week 7-0						