

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2		WEEK 3	WE	EEK 4	WEEK 5			WEEK 6		WEEK 7	WEEK 8	WEEK 9	WEEK 10	
TOPIC 1	1. Baseline	Introduction to Dra	matic Arts (8	hours)										Revision and	Revision and assessment	
TOPIC 2	assessme nt	South African Thea	atre: EITHER	cultural performand	ce forms OR	oral tradition	OR both (10 hours)							assessment		
TOPIC 3	2. Revision	Play text 1: South African Theatre (10 hours)														
TOPIC 4		Scene study (8 hours)														
PAT 1		Continue to, throughout the term, rehearse PAT 1's Dramatic Items and research and write on PAT 1's Written task														
CORE		ONOMY: THEORETIC	AL LEVELS	OF								ne South African CAPS curriculu	um aims to create learners th	nat can think critically and o	creatively about the subject	
CONCEPTS, SKILLS, KNOWLEDGE, VALUES,	KNOWLEDGE	Synthesise id sources or more new perspec			Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++ A+	95%-100% 90% - 95% 80% - 90%	To cor	develop thinking citizens, teac entent is the theoretical or practi	wledge they learn develop thinking citizens, teach, learn and assess on every level of both the taxonomies, d tent is the theoretical or practical. pm's: Remembering, understanding, applying, analysing, evaluating and creating			
ATTITUDES AND TECHNIQUES	Meta Tł Thinking	EVALUATING content, base standards, content identifying the	value of research of ed on criteria or omparing ideas and e strengths and	Juage,	Meta I Thinking 8	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	В	70% - 79%	Da To To	Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 1: Understand and apply basic elements of drama, theatre and voice production Topic 2: Understand the origins and expressions of South African theatre in cultural perforic 3: Identify, understand and apply elements of drama in a South African scripted Topic 4: Develop performance skills in a scene from a play		turalisation atre and voice production ican theatre in cultural per		
	Procedural	Examining the theories, linki	of scholarly work e research on ing evidence, and onships between ething	Compare, Differentiate, Select, Point out, Categorise, Classify	te, 64 00 1	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse	Perform skilfully, Proficient, Becoming an expert	С	60% - 69%	11			South African scripted play text		
	Conceptual T	APPLYING applying the situation Describing w	hat knowledge	Select, Sketch Solve, Use, Demonstrate, Organise Summarise,	Concept	MANIPULATING	Asiana wa nafarmad fram maman	Implement, Demonstrate, Re-create, Repeat Perform, Execute, Present	D	40% -49% 50% - 59%		Refine vocal and body performance skills lote: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. ither one of the following genres: African drama forms or oral traditions				
	C I Thinking	NDERSTANDING summarising ideas and the significance	ng the main ideas, or explaining new eir trends and g the concepts,	Illustrate, Give examples		The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts,	Repeat, Duplicate, Reproduce,	F G	20 % - 39% 10 - 19%							
	Factua	MEMORISING content, know		Name, Remember,	Factu	IMITATING	content, values, attitudes, skills, techniques, characteristics and principles in the subject	Imitate, Copy	Н	0 - 9%						
REQUISITE PRE- KNOWLEDGE	Theoretical and	d practical concepts, sk	ills, content,	values, attitudes, te	chniques, pr	inciples and c	haracteristics from Grade 9				<u> </u>					
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	Teacher of prepare let Venue and costumes	qualification: Teachers arners for the rigour of d equipment: Dedicate and make up. The perf	s who teach to the subject of ed Dramatic a formances ar	his subject must ha content. The subject Arts rehearsal room e in standard black	ve a minimu t is not equiv n/double clas tracksuit par	om of a three-yealent to the so esroom with wo nts and T-shirt	year bachelor's degree in behool concert. It is a subject to boden floor, four wooden cuts	Drama. This i t with high le bics, four flats	s a sp evels s, text	pecialised subjection of drama skills book, DVDs of	ect wi s and f play	n of two hours of theory CKS\ ith difficult theoretical concepts d techniques as well as high texts, play texts, learner workb and arrange the attendance of a	. The Creative Arts teacher of levels of academic and the book and learner journal. Not	or a teacher interested in D oretical concepts and co e the subject does NOT re	rama will not be qualified to intent quire lighting equipment,	
INFORMAL ASSESSMENT		•			•		ntinuous assessment practi the curriculum gaps are an		achin	g is required						
SCHOOL-BASED ASSESSMENT	 Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teach TASK 1 Performance assessment task (PAT) 1 Written section: Journal (25 marks) Performance section: Dramatic item 1 (25 marks) TASK 2 Control test (50 marks) 											All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task guidelines 3. Examination guidelines				

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2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK		K 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10					
TOPIC 5	Origins of Theatre and Greek Thea	atre (12 hours)										Revision and	Revision and
TOPIC 6					Play text 2: Greek Thea	tre (8 hours)	8 hours)			= assessment	assessment		
TOPIC 7	Non-Verbal communication (8 hou	urs)											
TOPIC 8				Text interpretation (individual performance) (8 hours)					(8 hours)				
PAT 2	Continue to, throughout the term, I	rehearse PAT 2's Dramatic Iten	ns and research and write o	n PAT 2's writ	ten task							1	
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	CONCEDENTING ORIGINAL PROPERTY OF THE PROPERTY	Create, Design Develop, Find Formulate, Me Hypothesise, I Formulate, Promulate, Promulat	DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE KNOWLEDGE A high level of creative and innovative performance is achieved with actions becoming integrated and second nature Actions are performed in a harmonious and coordinated manner cut affective in the perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse MANIPULATING Actions are performed from memory and from instruction learnt Degree of the perfection			Flawless, No errors, Create, Invent Adapt, Combine Master, Modify, Revise, Adjust, Customise, Solve Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repe Perform, Execute, Present	A++ A+ A B C D F G	95%-100% 90% - 95% 80% - 90% 70% - 79% 60% - 69% 40% - 49% 50% - 59% 20 % - 39% 10 - 19% 0 - 9%	The South African CAPS curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluating and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 5: Understand the origins of Western drama and theatre in a ritual Understand the basic elements of Greek theatre Develop vocal and physical skills Demonstrate integration of voice and body in choral verse interpretation and performance Topic 6: Understand the elements of drama and conventions of Greek plays in a specific play text or extracts from a play text Topic 7: Explore the use of the body to communicate Use drama and theatre forms and styles to convey non-verbal communication Topic 8: Demonstrate continuous development of vocal skills Apply skills to interpret an individual text Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. in either one of the following genres: African drama forms or oral traditions				
REQUISITE PRE- KNOWLEDGE	Theoretical and practical concepts	s, skills, content, values, attitude	es, techniques, principles ar	nd characteristi	ics from Grad	de 10						-	
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	Teacher qualification: Teacher learners for the rigour of the s Venue and equipment: Deding and make up. The performan	s: Every week, for a five-day cy chers who teach this subject mu subject content. The subject is r licated Dramatic Arts rehearsal aces are in standard black track principal, circuit manager and te	st have a minimum of a thr not equivalent to the school room/double classroom wit suit pants and T-shirts	ee-year bache concert. It is a n wooden floor	elor's degree a subject wit r, four woode	e in Drama. This is a speci th high levels of drama sk n cubics, four flats, textboo	alised subjec tills and tech k, DVDs of p	t with d nnique lay text	lifficult theor s as well as ts, play texts	retical concepts. The Creative s high levels of academic a s, learner workbook and learr	e Arts teacher or a teacher nd theoretical concepts a ner journal. Note the subject	interested in Drama will no and content ct does NOT require lightin	g equipment, costumes
INFORMAL ASSESSMENT		nd directly engage the learners the learners' workbooks and the	•				required						
SCHOOL- BASED ASSESSMENT	TASK 3 Performance assessment task (PA Written section: Research/ Ee Performance section: Dramat TASK 4 Mid-Year Examination: Written (10 TASK 5 Mid-Year Examination: Performance		docum 1. C 2. P	ents: urriculu erforma	um and Asse	w, when and to which extent a essment Policy Statement sment Task guidelines nes	and level to set assessmen	nt/examinations is stipulate	d in the following subject				

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 3)

TERM 3	WEEK	(1	WEEK 2	WEEK 3	WEEK 4 WEEK 5		WEEK 6	6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TOPIC 9	Choose at leas	st one of the follo	wing: Medieval Theatre	or Commedia Dell' Arte or In	dian Theatre (10	Theatre (10 hours)							Revision and assessment	Revision and assessment
TOPIC 10						Play text 3: Medieval Theatre OR Commedia Dell' Arte OR Ir African Theatre (8 hours)						n Theatre OR South		assessment
TOPIC 11	South African	Theatre: Worksho	opped Theatre (16 hours)										
PAT 3	Throughout the	Throughout the term, continue to rehearse PAT 3's dramatic items and research and write PAT 3's written task												
CORE CONCEPTS,	BLOOM'S TAX	(ONOMY: THEO	RETICAL LEVELS OF K		l l	S TAXONOMY /LEDGE	: PRACTICAL AN	ND TECHNIQUE L	LEVELS OF	CAPS curriculum aims to create learners that can think critically and creatively about ge they learn				
SKILLS, KNOWLEDGE, VALUES, ATTITUDES	ta Thinking g	CREATING	Synthesise ideas from differen sources or materials to create new perspectives or a new original product Judging the value of research	Formulate, Make up, Hypothesise, Plan, Formulate, Produce		NATURALISIN	A high level of creatinnovative performs with actions become	ance is achieved No er ning integrated Creat	rrors,	++ 95%-100% ++ 90% - 95% 80% - 90%	To develop thinking on whether the conte	citizens, teach, learn and ent is the theoretical or pra ring, understanding, apply	ying, analysing, evaluating an	
AND TECHNIQUES	Meta ural Thinking	EVALUATING	content, based on criteria or standards, comparing ideas of identifying the strengths and weaknesses of scholarly work Examining the research on	nd Defend,	Meta Th	ARTICULATIN	Actions are perform harmonious and co	Adap ned in a Maste pordinated manner Revise	Adapt, Combine, Master, Modify, Revise, Adjust, B 70% - 79% Dave's: Imitating, manipulating, precision, article Topic 9: Apply, analyse and evaluate either material arte or Indian theatre					
	Proced ual Thinking	ANALISING	theories, linking evidence, an seeing relationships between parts or something Using ideas in new ways and applying theories to real	d Differentiate, Select, Point out, Categorise, Classify Select, Sketch Solve, Use,		PRECISION	articulated, accura	recise but with still on is not e clear, te, correct,	oming an	60% - 69%	Indian theatre Topic 11: Understand and	l apply the workshop (play	y building) process in the Sout	
	Concept		bescribing what knowledge means, finding the main idea summarising or explaining ne ideas and their trends and	W Illustrate, 30%-399		COUCEPTE	'controlled', smooth and Actions are performed for and from instruction learn The learner is learning or watch and copy instruction actions. Actions consist a content, values, attitudes.	ned from memory n learnt Perfor	ement, onstrate, reate, Repeat, orm,	40% - 49%	Workshop and create a short play Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. in either one of the following genres: African drama forms or oral traditions			
	Factual Thi	MEMORISING	significance Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles your subject	Give examples List, Name, Remember, Identify Give examples 0%-29%		Thinking Thinking		ing or has learnt to structions and unsist of concepts, iitudes, skills,	icate, oduce, te,					
DEGUIOITE	T					T	principles in the sub		/ H	0 - 9%				
REQUISITE PRE- KNOWLEDGE	Theoretical and	u practical conce	pts, skiiis, content, value	s, attitudes, techniques, prir	cipies and charac	tenstics from G	rade 10							
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	1. Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical concepts, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school 2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher interested in Drama will not be qualified to prepare learners for the rigour of the subject content. The subject is not equivalent to the school concert. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content 3. Venue and equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts 4. Academic excursion: The principal, circuit manager and teacher of the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre													
INFORMAL ASSESSMENT				e learners in diagnostic, form			•	e-teaching is requi	ired					
SCHOOL- BASED ASSESSMENT	TASK 6 Performance a Written se Performal TASK 7 Control test (50)		CurriculumPerformance	ne detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: Curriculum and Assessment Policy Statement Performance Assessment Task guidelines Examination guidelines										

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2 WEEK 3		WEEK 4		WEEK 5	WEEK 6		WEEK 7	WEEK 8	WEEK 9	WEEK 10
TOPIC 12	Staging conventions or film conven	ntions (10 hours)										
TOPIC 13	Preparation of performance /p Theme/ Audition Technical Ex	•	num)									
TOPIC 14				Revision								
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	CONCEDENTING SOURCE CONTROL OF THE PROPERTY OF	lesise ideas from different cles or materials to create perspectives or a new land product from the perspectives or an ewell perspective from land product from the perspective from land product from	Design, Find out, e, Make up, ise, Plan, e, Produce 80%-90% the value of e, the value of e, classify se, Classify see, Classify see, Classify see, See, 30%-39% mples	Meta Thinking Conceptual Thinking Conceptual Thinking Factual Thinking Factual Thinking Factual Thinking		A high level of creative and innovative performance is achieved with actions becoming integrated and second nature Actions are performed in a harmonious and coordinated manner Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse Actions are performed from memory and from instruction learnt The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Flawless, No errors, Create, Invent Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat, Perform, Execute. Present	A++ 95%-100% A+ 90%-95% A 80%-90% B 70%-79% C 40%-69% D 40%-49% E 50%-59% F 20%-39% G 10-19% H 0-9%	the subject knowledge the To develop thinking citizes whether the content is the Bloom's: Remembering, Dave's: Imitating, manipu Topic 12: Use performan conventions and spaces a Topic 13: Create an integ items contrasting in genre Topic 14: Revision. Theory: Us evaluate and create Revision: Performan	The South African CAPS curriculum aims to create learners that can think critically and the subject knowledge they learn To develop thinking citizens, teach, learn and assess on every level of both the taxonor whether the content is the theoretical or practical. Sloom's: Remembering, understanding, applying, analysing, evaluating and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation fopic 12: Use performance spaces and staging creatively and understand and apply conventions and spaces and how these affect performance Topic 13: Create an integrated performance in which each individual performer presenters contrasting in genre and style (items may be from previous terms) Topic 14: Revision. Theory: Use Bloom's taxonomy as a guide: Remember, understand, appevaluate and create concepts, skills, knowledge and values Revision: Performance: Use Dave's taxonomy as a guide: Imitate, manipulate, be and naturalise performance skills and techniques		
REQUISITE PRE- KNOWLEDGE	Theoretical and practical concepts,	skills, content, values, attitud	des, techniques, principles and	characteris	tics from Grad	e 10						
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	DURCES ER THAN BOOK) PBOOK) PSUBLE CITIVE RNING, CHING Academic excursion: The principal, circuit manager and teacher of the school must budget in the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre											
INFORMAL ASSESSMENT	Educators must continually an Educators must also peruse the second continuation of the secon	, , ,	•				equired					
SCHOOL- BASED ASSESSMENT	TASK 8 End-of-Year Examination: Written (TASK 9 End-of-Eear examination: Performa	, ,		All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Tasks guidelines 3. Examination guidelines								