

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 11 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10			
TOPIC 1	1. Baseline assessment 2. Revision	Realism in the Theatre and Konstantin Stanislavski (18 hours)								Revision and assessment			
TOPIC 2							Play Text 1: Realism-in-the-theatre text (8 hours)						
TOPIC 3		Voice and body work. (10 hours minimum)											
PAT 1		Throughout the term, continue to rehearse PAT 1's dramatic items and research and write PAT 1's written task											
CORE CONCEPTS, SKILLS, KNOWLEDGE AND VALUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				Teach, learn and assess on every level of both 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 1: Understand the rise of realism in the theatre, its conventions and impact on drama Understand Stanislavski's unique contribution to theatre Apply the Stanislavski system to practical work Topic 2: Understand and analyse a realism-in-the-theatre text and its context Consider the text in performance Topic 3: Understand the correct, functional and optimum use and production of the human voice Develop vocal and physical skills and techniques for in-depth exploration of characterisation Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in any one of the following genres: African drama forms, African oral tradition, Greek Theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South African Theatre or Realism in the Theatre				
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent				A++	95%-100%
			EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of							80%-90%	A+
	Procedural Thinking	ANALYSING		Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	ARTICULATING	Actions are performed in a harmonious and coordinated manner				Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B
			APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%							PRECISION
	Conceptual Thinking	UNDERSTANDING		Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	MANIPULATING	Actions are performed from memory and from instruction learnt				Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	
			Factual Thinking	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify							0%-29%
								F	20% - 39%				
								G	10 - 19%				
								H	0 - 9%				
REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 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 content, 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	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required 												
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 1 Performance assessment task (pat) 1 <ul style="list-style-type: none"> Written section: Journal (25 marks) Performance section: Dramatic item 1 (25 marks) TASK 2 <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 							

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 11 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC 4	South African Theatre (20 hours)									Revision and assessment	Revision and assessment
TOPIC 5						Play text 2: South African Theatre (8 hours)					
TOPIC 6	Physical Theatre performance (8 hours)										
PAT 2	Throughout the term, continue to rehearse PAT 2's dramatic items and research and write PAT 2's written task										
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE					DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE					<p>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 taxonomies, depending on whether the content is the theoretical or practical</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 4:</p> <ul style="list-style-type: none"> Understand the hybrid nature of South African theatre Analyse the specific functions that theatre serves in society Perform a workshopped scene based on an issue of concern <p>Topic 5:</p> <ul style="list-style-type: none"> Understand the communal theatre-making process in South Africa Understand and analyse a South African theatre text in context <p>Topic 6:</p> <ul style="list-style-type: none"> Develop movement skills using basic elements of Laban's movement analysis Apply physical skills to a performance <p>Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in any one of the following genres: African drama forms, African oral tradition, Greek Theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South African Theatre or Realism in the Theatre</p>
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta 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++ 95%-100%	
		EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%		A+ 90% - 95%				
	Procedural Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Procedural Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B 70% - 79%	
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%		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 skillfully, Proficient, Becoming an expert	C 60% - 69%	
	Factual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	Factual Thinking	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D 40% - 49%	
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%		F	20% - 39%			
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REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11										
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical content, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school 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 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 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 										
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SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	<p>TASK 3</p> <p>Performance assessment task (PAT) 2</p> <ul style="list-style-type: none"> Written section: Research/essay (25 marks) Performance section: Dramatic item 2 (25 marks) <p>TASK 4</p> <p>Mid-Year Examination: Written (100 marks)</p> <p>TASK 5</p> <p>Mid-Year Examination: Performance (100 marks)</p>					<p>All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents:</p> <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 					

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 11 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11																																													
TOPIC 7	Stylised Theatre (16 hours)																																																							
TOPIC 8	Play text 3: Stylised Theatre (14 hours)									Revision																																														
TOPIC 9						Director or Designer in Theatre or Film (6 hours)																																																		
PAT 3	Throughout the term, continue to rehearse PAT 3's dramatic items and research and write PAT 3's written task																																																							
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE					DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE					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 taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 7: • Understand and analyse a stylised form of theatre or a theatre movement in a particular society • Use stylised performance techniques within an individual performance Topic 8: • Understand and analyse the principles of stylisation as an artistic and theatrical choice • Understand and analyse the text as an example of the dramatic movement studied in Topic 7 Topic 9: Understand the role and function of the director or designer in theatre or film Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in any one of the following genres: African drama forms, African oral tradition, Greek Theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South African Theatre or Realism in the Theatre, Physical theatre or Stylised Theatre																																													
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Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject</td> <td rowspan="3">Repeat, Duplicate, Reproduce, Imitate, Copy</td> <td>F 20% - 39%</td> <td>G 10 - 19%</td> <td>H 0 - 9%</td> </tr> </table>	Meta 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++ 95%-100%	A+ 90% - 95%	A 80% - 90%	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B 70% - 79%	Procedural Thinking	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 skillfully, Proficient, Becoming an expert	C 60% - 69%	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D 40% - 49%	E 50% - 59%	Conceptual Thinking	IMITATING	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	Repeat, Duplicate, Reproduce, Imitate, Copy	F 20% - 39%
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SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 6 Performance assessment task 3 (PAT) <ul style="list-style-type: none"> Written Section: Research/essay (25 marks) Performance section: Dramatic item 3 (25 marks) TASK 7 <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task guidelines Examination guidelines 																																																		

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 11 (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 10	Poor Theatre (12 hours)							Revision and assessment	Revision and assessment	Revision and assessment			
TOPIC 11	<ul style="list-style-type: none"> Preparation of performance/ practical work (10 hours minimum) Theme/ Audition/ Technical Examination programme 												
TOPIC 12	Revision (8 hours)												
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				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 taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 10: <ul style="list-style-type: none"> Understand the concept of Poor Theatre Apply Poor Theatre techniques to the development of a drama item Understand the role of Jerzy Grotowski as a theatre innovator Understand the relevance of Poor Theatre techniques within the South African context Topic 11: <ul style="list-style-type: none"> Integrate voice, vocal, body and movement skills Apply theatre performance skills and techniques to three contrasting dramatic items Topic 12: Revise theoretical and performance content, concepts, skills, knowledge, values, attitudes, techniques, principles and characteristics				
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RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical content, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school 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 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 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	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required 												
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 8 End-of-year Examination: Written (150 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: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 								
	TASK 9 End-of-year Examination: Performance (150 marks)												