

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

TERM 1	WEEK 1		WEEK 2	W	EEK 3	V	VEEK 4	WEEK 5	WEEK 6		WEEK 7	WEEK 8	WEEK 9	WEEK 10			
TOPIC 1	1. Baseline													Revision and			
TOPIC 2	assessn 2. Revisior		Play Text 1: Realism-in-the-theatre text (8 hours)										assessment				
TOPIC 3	Z. INEVISION		Voice and body work. (10 hours minimum)														
PAT 1			Throughout the term, c	ontinue to rehear	se PAT 1's dra	matic items	and research a	nd write PAT 1's written task									
CORE	BLOOM'S TA	XONOMY: TH	EORETICAL LEVELS O	F KNOWLEDGE		DAVE'S TA	XONOMY: PRA	ACTICAL AND TECHNIQUE I	EVELS OF KN	OWLE	EDGE		ess on every level of both tax	onomies, depending on wh	ether the content is the		
CONCEPTS, SKILLS, KNOWLEDGE AND VALUES	a 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 Th	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% 90% - 95% 80% - 90%	l II	ring, understanding, applying	understanding, applying, analysing, evaluating and creating ulating, precision, articulation and naturalisation alism in the theatre, its conventions and impact on drama s unique contribution to theatre stem to practical work			
	Met: ral Thinking	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%		ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	В	70% - 79%	Understand Stanislav Apply the Stanislavsk					
	Procedur	ANALISING	seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify Select, Sketch	60%-79%	Procedural Iai ininkin	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	erform skilfully, roficient, ecoming an C 40% - 69	60% - 69%	Understand and anal	Topic 2: Understand and analyse a realism-in-the-theatre text and its conte Consider the text in performance Topic 3:	ext and its context			
	nceptua	APPLYING	Using ideas in new ways and applying theories to real situation	Solve, Use, Demonstrate, Organise	40%-59%	ncepto		Actions are performed from memory	Implement, Demonstrate,	D	40% -49%	Develop vocal and pl	nysical skills and techniques f	tional and optimum use and production of the human voice skills and techniques for in-depth exploration of characterisation			
	Thinking Con and The Con and T		Describing what knowledge means, finding the main ideas, summarising or explaining new	Summarise, Explain, Illustrate,	30%-39%	king C	MANIPULATING	and from instruction learnt	Re-create, Repeat, Perform, Execute, Present	E	50% - 59%	poem/mime/physical	Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised pr poem/mime/physical theatre etc. in any one of the following genres: African drama form tradition, Greek Theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, Sout or Realism in the Theatre				
			ideas and their trends and significance Remembering the concepts,	Give examples List,		H H		The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts,	Duplicate,		20 % - 39%						
	Factue	MEMORISING	content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	Name, Remember	0%-29%	Factual	IMITATING	content, values, attitudes, skills, techniques, characteristics and principles in the subject	Reproduce, Imitate, Copy	H	10 - 19% 0 - 9%						
REQUISITE PRE- KNOWLEDGE	UISITE Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10																
RESOURCES		lum coverage	: Hours: Every week, for	a five-day cycle	oer week, teach	ers MUST to	each a minimun	n of two hours of practical c	ontent, knowled	lge, sk	cills and v	values (CKSV) plus a minim	um of two hours of theory (KSV plus one hour minim	um of rehearsals after		
(OTHER THAN TEXTBOOK) TO	school 2 Teache	· aualification	. Taaahara wha taaah thi	a aubicat must be	wo o minimum	of a three w	roor boobolor ^j o	degree in Drama. This is a s	nooialiaad aubi	oot wit	th difficul	t theoretical concents. The	Oraștiva Arta tanahar ar a tan	oher interested in Drame wi	Il not be qualified to		
ENSURE								is a subject with high levels							ii not be quaimed to		
EFFECTIVE LEARNING,			 t: Dedicated Dramatic Ar ormances are in standard 				oden floor, four	wooden cubics, four flats, tex	tbook, DVDs of	f play t	texts, pla	y texts, learner workbook a	nd learner journal. Note the s	ubject does NOT require lig	nting equipment, costumes		
TEACHING AND ASSESSMENT							t in the school's	norms and standards for or	ne ticket per lea	ırner a	and arran	ge the attendance of all lear	rners of a live professional t	heatre performance at a p	rofessional theatre		
INFORMAL ASSESSMENT			ually and directly engage eruse the learners' workb		•			ment practices gaps are and where re-teachi	ng is required								
SCHOOL-	TASK 1								All the detail	l of wh	nat, how,	when and to which extent a	nd level to set assessment/ex	caminations is stipulated in t	he following subject		
BASED ASSESSMENT		assessment ta	· /						documents: 1. Curriculum and Assessment Policy Statement								
(FORMAL		section: Journa	,	2)								nent Policy Statement					
ÎNTERNAL	• Perform	ance section: L	Oramatic item 1 (25 marks	S)							guideline	•					
ASSESSMENT)		est (50 marks)							2. 2.0.7111	3.017	34.4010						
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2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 11 (TERM 2)

TERM 2	WEEK 1		WEEK 2 WEEK 3		WEEK 3 WEEK 4		WEEK 5		EEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
TOPIC 4	South African Th	neatre (20 hour	rs)					·	Revision and Revision and							
TOPIC 5								Play text	xt 2: South African Theatre (8 hours)							
TOPIC 6	Physical Theatre	e performance ((8 hours)													
PAT 2	Throughout the t	term, continue	to rehearse PAT 2's dra	matic items and res	earch and w	rite PAT 2's writter	ı task	,		- 7	<u>, </u>	,	1			
CORE	BLOOM'S TAXO	NOMY: THEO	RETICAL LEVELS OF	KNOWLEDGE		DAVE'S	TAXONOMY: P	RACTICAL AND	ECHNIQUE I	LEVELS OF KNOWLEDG	E The South African CA	PS Curriculum aims to create	learners that can think crit	ically and creatively		
CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND	Meta Th	CREATING IN COLUMN COLU	synthesise ideas from different cources or materials to create new perspectives or a new original product ludging the value of research o content, based on criteria or	Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce Judge, Value, Defend,	90%-100%	Meta Thinking nking	NATURALISING	A high level of creative of innovative performance with actions becoming it and second nature	is achieved No el tegrated Crea Inver	chieved rated No errors, Create, Invent Adapt, Combine, A a manufacture Adapt, Combine, A chieved rated Adapt, Combine, A chieved Rate A chieve Rate A chieved Rate A chieve R	wledge they leam. To develop onomies, depending on wheth ng, understanding, applying, a nipulating, precision, articulation	er the content is the theor nalysing, evaluation and c	etical or practical			
TECHNIQUES	al Thin	ic	andards, comparing ideas an lentifying the strengths and eaknesses of scholarly work		80%-90%	Σ t "	ARTICULATING	harmonious and coordinated manner		er, Modify, B 70% - 79% ee, Adjust, omise, Solve	Understand the hybrid nature of South African theatre					
	Procedur	ANALISING s	examining the research on heories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	rocedural	PRECISION	Actions are more precision is perfection. It is to be cle articulated, accurate, co	but with still Performent Profice Prof	orm skilfully, cient, oming an C 60% - 69%	Perform a works! Topic 5:	e specific functions that theatre serves in society workshopped scene based on an issue of concern				
	Conceptual	APPLYING of si	Using ideas in new ways and applying theories to real situation Describing what knowledge	Demonstrate, Organise Summarise.	40%-59%	P	MANIPULATING	'controlled', smooth and Actions are performed fr and from instruction lear	with finesse Imple	ement, onstrate, recate, Repeat,	Understand and Topic 6:	analyse a South African theatr				
	tual Thinking	DERSTANDING Sides R AEMORISING	means, finding the main ideas, summarising or explaining new deas and their trends and significance Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	Explain, Illustrate, Give examples List, Name, Remember, Identify	30%-39% 0%-29%		MITATING	The learner is learning or watch and copy instruct actions. Actions consist content, values, attitude techniques, characterist principles in the subject	has learnt to ons and f concepts, skills,	ute, Present eat, icate, oduce, dete, oduce, determine substitution of the substitution	Apply physical sk Note: For the PAT's fi poem/mime/physical the poem/mime/physical the poem/mime/physical sk	heatre etc. in any one of the force, Commedia Dell' Arte, Med	on Laban's movement analysis onologue/poem/prose/dramatised prose/praise following genres: African drama forms, African oral lieval Theatre, Indian Theatre, South African			
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	CUTICULUM 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 TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND TEACHING AND TEXTBOOK THAN TEXTBOOK THAN TEXTBOOK THAN TEXTBOOK TO THE PRINCIPAL CITE THAN TEXTBOOK TO THE															
INFORMAL ASSESSMENT		-	y and directly engage th se the learners' workboo	•					ching is requi	red						
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 3 Performance assessment task (PAT) 2 • Written section: Research/essay (25 marks) • Performance section: Dramatic item 2 (25 marks) TASK 4 Mid-Year Examination: Written (100 marks) TASK 5 Mid-Year Examination: Performance (100 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							

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

TERM 3	WEEK	1	WEEK 2	WEEK 3	1	NEEK 4	WEE	EK 5 WE	EK 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	e term, continue t	to rehearse PAT 3's dra	matic items and resea	arch and wr	ite PAT 3's writte	en task	н							"			
CORE	BLOOM'S TAX	XONOMY: THEO	RETICAL LEVELS OF	KNOWLEDGE		DAVE'S T	ΓΑΧΟΝΟΜΥ: P	PRACTICAL AND TECHN	IQUE LEVELS	OF K	NOWLEDGE				arners that can think critica			
CONCEPTS, SKILLS, KNOWLEDGE, VALUES,	a Thinking	CREATING	Synthesise ideas from differe sources or materials to creat new perspectives or a new original product Judging the value of researce	Formulate, Make up, Hypothesise, Plan, Formulate, Produce	out, ke up, lan,	Thinking	NATURALISING	A high level of creative and innovative performance is achiev with actions becoming integrated and second nature	d Flawless, No errors, Create, Invent	the subject knowledge they learn. To develop thinkin both taxonomies, depending on whether the content Bloom's: Remembering, understanding, applying, a Dave's: Imitating, manipulating, precision, articulation		on whether the content is erstanding, applying, an	nalysing, evaluation and creating					
ATTITUDES AND TECHNIQUES	Meta iral Thinking	EVALUATING	content, based on criteria or standards, comparing ideas identifying the strengths and weaknesses of scholarly wor	and Value, Defend, Compare the value of	80%-90%	Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated man	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	В	70% - 79%		Use stylised performance	•	tre or a theatre movement in a particular society individual performance			
	Procedu Thinking	ANALISING	Examining the research on theories, linking evidence, as seeing relationships between parts or something	Select, Point out, Categorise, Classify	60%-79%	Procedural Conceptual Thinking	PRECISION	Actions are more precise but with some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	still Perform skilfully, Proficient, Becoming an expert	С	60% - 69%		 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 					
	Conceptua	APPLYING	Using ideas in new ways and applying theories to real situation Describing what knowledge	Demonstrate, Organise Summarise,	40%-59%		P	MANIPULATING	'controlled', smooth and with fines Actions are performed from memorand from instruction learnt	Implement, Demonstrate, Re-create, Repeat,		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 AfricanTheatre						
	Thinking	UNDERSTANDING summarising or expla ideas and their trends significance	significance	ew Illustrate, Give examples	30%-39%			The learner is learning or has learn watch and copy instructions and	to Repeat, Duplicate,	F	50% - 59% 20 % - 39%	or Realism in theTheatre, Physical theatre or Stylised Theatre						
	100	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques characteristics and principle your subject	List, Name, Remember, s in Identify	0%-29%		IMITATING	actions. Actions consist of concept content, values, attitudes, skills, techniques, characteristics and principles in the subject	Reproduce, Imitate, Copy	G H	10 - 19% 0 - 9%							
REQUISITE PRE- KNOWLEDGE	Theoretical an	d practical conce	pts, skills, content, valu	es, attitudes, techniqu	es, principl	es and characte	ristics from Gra	ade 10 and 11			•	<u> </u>						
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT TEACHING AND ASSESSMENT TEACHING AND ASSESSMENT TECTICAL 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	ll .	•	y and directly engage the se the learners' workboo	•				practices are and where re-teaching	is required									
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 6 Performance assessment task 3 (PAT) • Written Section: Research/essay (25 marks) • Performance section: Dramatic item 3 (25 marks) TASK 7 • 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						e following subject		

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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	Preparation of performance/ praTheme/ Audition/ Ttechnical Exa	,									
TOPIC 12											
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	CREATING originals sources on new person original to provide the provided state of the p	create, Despectives or a new product the value of research or based on criteria or s, comparing ideas and g the strengths and ses of scholarly work ag the research on linking evidence, and elationships between something theories to real comparing the main ideas, sing or explaining new do their trends and creating the concepts, knowledge, skills, littled to their trends and creating the concepts, knowledge, skills, littled to their trends and creating the concepts, knowledge, skills, littled to their trends and creating the concepts, knowledge, skills, littled to their trends and principles in littled to creating the concepts, knowledge, skills, littled to their trends and principles in littled to creating the concepts, knowledge, skills, littled to concepts, knowledge, skills, littled to concepts, which is the concepts, knowledge, skills, littled to concepts, which is the concepts and principles in littled to creating the concepts, which is the concepts and concepts are concepts.	ign, and out, wake up, power produce 80%-90% se value of 100% characteristics with the control of the control o	Meta Thinking dural Thinking Inking ALILUN	A high level of creative and innovative performance is act with actions becoming integral and second nature Actions are performed in a harmonious and coordinated Actions are more precise but some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct 'controlled', smooth and with JLATING Actions are performed from mand from instruction learnt The learner is learning or has I watch and copy instructions actions. Actions consist of cor	A 80% A 80% Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve With still Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present Pupilicate, Reproduce, S, Implete	creative and ass theoretic Bloom' 79% Dave's: Topic 1	ely about the subject knowledgess on every level of both tax cal or practical. s: Remembering, understand: Imitating, manipulating, preciderstand the concept of Poor ply Poor Theatre techniques to derstand the role of Jerzy Groderstand the relevance of Poor 1: egrate voice, vocal, body and ply theatre performance skills	to the development of a drama otowski as a theatre innovator or Ttheatre techniques within the movement skills and techniques to three contri formance content, concepts, s	rasting dramatic items	
REQUISITE PRE- KNOWLEDGE RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT INFORMAL ASSESSMENT SCHOOL-BASED ASSESSMENT	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11 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 where 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 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 All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents:										
(FORMAL INTERNAL ASSESSMENT)	End-of-year Examination: Written (15 TASK 9 End-of-year Examination: Performance	,			ssessment Policy Statement essment Tasks guidelines elines						