## 2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (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		20th century 'isms' (6 hou									Revision and			
TOPIC 2	2. Revision and consolidation		Individual Theme/Audition/Technical programme (Directing/ Film Making/ Stage Management) (10 hours + 7 hours minimum after school)												
TOPIC 3			Theatre of the Absurd OR Epic Theatre OR Postmodern Theatre (10 hours)												
TOPIC 4			Prescribed play text 1: 20th Century Theatre Movements: Theatre of the Absurd or Epic Theatre or Postmodern Theatre (10 hours)												
CORE CONCEPTS,				KNOWLEDGE	D/	DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE  The South African CAPS Curriculum aims to create learners that can think cri								ally and creatively about	
SKILLS, KNOWLEDGE AND VALUES	Thinking	CREATING	sources or materials to create new perspectives or a new	reate, Design, evelop, Find out, rmulate, Make up, rpothesise, Plan, rmulate, Produce	no% %	•	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%	To develop thinking ci whether the content is analysing, evaluation	the subject knowledge they learn  To develop thinking citizens, teach, learn and assess on every level of both the taxono whether the content is the theoretical or practical. <b>Bloom's:</b> Remembering, understand analysing, evaluation and creating			
	Meta ral Thinking	EVALUATING	identifying the strengths and	udge, (alue, befend, Compare the value of		ARTICULATING ARTA T	Actions are performed in a harmonious and coordinated mann	Adapt, Combine,		<ul> <li>Dave's: Imitating, manipulating, precision, articulation and naturalisation</li> <li>Topic 1:</li> <li>Understand the background and context of modern drama</li> <li>Evaluate how social, historical, political and economic contexts, and events such as wars, in</li> </ul>					
	Procedur	ANALISING theories, linking evidence, and seeing relationships between parts or something	ompare, ifferentiate, elect, Point out, ategorise, Classify	ğ	rocedural ai ininking	PRECISION	Actions are more precise but with st some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	Perform skilfully, Proficient, Becoming an expert	C 60% - 69%	Demonstrate dev	body skills and techniques veloping mastery of different	styles and modes of performa	nce		
	Conceptual	APPLYING	LYING using ideas in new ways and applying theories to real situation or	olve, Use, emonstrate, rganise 40%-51 mmarise,	Conceptus		MANIPULATING	'controlled', smooth and with finesse Actions are performed from memory and from instruction learnt	Implement,	D 40% -49%	Topic 3:  Understand eithe Identify and anal Evaluate the play				
	Thinking	UNDERSTANDING		plain, justrate, ive examples	<b>9</b> %	hinking	M.	The learner is learning or has learnt watch and copy instructions and actions. Actions consist of concepts content, values, attitudes, skills, techniques, characteristics and principles in the subject	Execute, Present Repeat,	F 20 % - 39%	nologue/poem/prose/dramatis y one of the following genres: eatre, Indian Theatre, South A	African drama forms,			
	Factual	MEMORISING	values, attitudes, techniques, Re	tt, ame, emember, 0%-299 entify	76	Factual T	IMITATING		Duplicate, Reproduce, Imitate, Copy	G 10 - 19% H 0 - 9%	the Theatre, Elizabeth				
REQUISITE PRE- KNOWLEDGE	REQUISITE PRE-  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  TEACHING AND ACCIDENT ASSESSMENT  TEACHING AND ACCIDENT ASSESSMENT  TEACHING AND ASS												not be qualified to			
INFORMAL ASSESSMENT	Educato		nually and directly engage to beruse the learners' workbo	•				sessment practices um gaps are and where re-tea	aching is required						
SCHOOL- BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	<ul><li>Written</li><li>Perform</li><li>TASK 2</li></ul>	e assessment of section: Journance section: test (50 marks	al (25 marks) Dramatic item 1 (25 marks	)					All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject docu  1. Curriculum and Assessment Policy Statement  2. Performance AssessmentTasks guidelines  3. Examination guidelines						

1

## 2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 2)

TERM 2	WEEK 1 WEEK 2		WEEK 2	WEEK 3	EK 3 WEEK 4		WEEK 5		WEEK 6		WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TOPIC 5	Prescribed play text: South African Theatre. (1960-1994). (10 hours)  Theme/ Audition/ Technical Programme (16 hours minimum) **Technical: Design (Costume/ Lighting Mmake up													Revision and	Revision and	
TOPIC 2	Theme/ Aud	lition/ Technical P	rogramme (16 hours r	ninimum) **Technical: I	Design (Cos	tume/ Lighting	Mmake up / Se	et), directing, film	, stage man	agement				assessment	assessment	
TOPIC 6							South Afr	rican Contempora	ary Theatre.	Post 1994). (8 h	ours)					
CORE	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE  DAVE'S TAXONOMY: PRACTICAL AND T															
CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND	leta Thinking ing	CREATING	Synthesise ideas from differ sources or materials to crea new perspectives or a new original product  Judging the value of resear content, based on criteria	Portugue of the control of the contr	90%-100%	ta Thinking ng	NATURALISING	A high level of creative innovative performant with actions becomin and second nature	ice is achieved	Flawless, No errors, Create, Invent Adapt, Combine,	A++ 95%-100% A+ 90% - 95% A 80% - 90%	whether the content is the the Bloom's: Remembering, un	s, teach, learn and assess on every level of both taxono			
TECHNIQUES	M ral Thinki	EVALUATING	standards, comparing idea identifying the strengths an weaknesses of scholarly we	and Defend, Compare the value of	80%-90%	Meta Thinking	ARTICULATING	Actions are performe harmonious and coor	d in a rdinated manner	Marter Modify	B 70% - 79%	Note: Refer to Grade 11 wo Topic 2: Create a theme/au	ork: Realism in the thea	tre, workshop theatre or	poor theatre as relevant	
	Procedu	ANALISING	Examining the research on theories, linking evidence, seeing relationships betwee parts or something	, and Differentiate, Select, Point out, Categorise, Classify and Select, Sketch Solve, Use, Demonstrate, Organise Select Summarise,	60%-79%	rocedural	PRECISION	Actions are more pre some errors. Precision perfection. It is to be articulated, accurate	n is not clear, e, correct,	Perform skilfully, Proficient, Becoming an expert	C 60% - 69%	Topic 6:  Examine South African	Theatre post-aparthei		rouns	
	Conceptual		Using ideas in new ways ar applying theories to real situation  Describing what knowledg		40%-59%	Conceptue	MANIPULATING	Actions are performe	d from memory	Implement, Demonstrate, Re-create, Repeat, Perform,	D 40% -49%	<ul> <li>Identify key features ar</li> <li>Understand purposes of Note: For the PAT's dramate</li> </ul>	nd conventions of contents of theatre in society ic item 1, select a mon	emporary theatre in South	h Africa natised prose/praise	
	ctual Thinking	UNDERSTANDING	means, finding the main id- summarising or explaining ideas and their trends and significance Remembering the concept content, knowledge, skills,	Illustrate, Give examples  List, Name,	30%-39%	ual Thinking		The learner is learning watch and copy instr actions. Actions cons content, values, attitu	uctions and ist of concepts,	Repeat, Duplicate, Reproduce,	F 20 % - 39% G 10 - 19%	Greek Theatre, Commedia Realism in the Theatre, Eliz	Dell' Arte, Medieval Tho abethan Theatre, Asiar th AfricanTtheatre pre-	theatre etc. in any one of the following genres: African drama form Arte, Medieval Theatre, Indian Theatre, South African Theatre, nan Theatre, Asian Theatre, Expressionist Theatre, Pan-African icanTtheatre pre-1994, Ttheatre of the Absurd, Epic Theatre, an Theatre post-1994		
	Fac	MEMORISING	values, attitudes, fechnique characteristics and princip your subject		0%-29%	Fact	IMITATING	techniques, characte principles in the subje	eristics and	Imitate, Copy	H 0-9%	,				
REQUISITE PRE- KNOWLEDGE	Theoretical	and practical cond	cepts, skills, content, v	alues, attitudes, techni	ques, princi <sub>l</sub>	oles and chara	cteristics from (	Grade 10 and 11	and 12							
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	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 hudget in the school's norms and standards for one ticket per learners and arrange the attendance of all learners of a live professional theatre performance at a professional theatre															
INFORMAL ASSESSMENT	ll .			the learners in diagno books and the journals				•	re-teaching	s required						
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 12 (TERM 3)

TERM 3	WEEK 1		WEEK 2	WEEK 3	WEE	K 4	WEE	C 5 WEEK 6	6		WEEK 7		WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TOPIC 7	Prescribed play	text 3: South	African Contemporary Th	eatre (post-1994) (10 ho	ours)												
TOPIC 2	Theme/audition	/technical pro	gramme (14 hours minim	um) **Technical: Design	(costume/lightin	g/make up/s	set), directing, fi	lm, stage management					11.			"	
CORE	BLOOM'S TAX	ONOMY: THE	ORETICAL LEVELS OF	KNOWLEDGE		DAVE'S	TAXONOMY: F	PRACTICAL AND TECHNIC	QUE LEVI	ELS OF	KNO	WLEDGE	ll .		learners that can think co	ritically and creatively	
CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	Thinking	CREATING	Synthesise ideas from diffe sources or materials to cre new perspectives or a new original product	eate Develop, Find out,	90%-100%	Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	is achieved No errors.		A+ 90% - 95%		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.				
	Meta al Thinking	EVALUATING	Judging the value of resection content, based on criteria standards, comparing ide identifying the strengths a weaknesses of scholarly v	or Value, Defend,	80%-90%	Meta T Thinking	ARTICULATING	Actions are performed in a	Adapt, Co	lodify, djust,		70% - 79%	Bloom's: Remembering, understanding, applying, analysing, evaluation and creating  Dave's: Imitating, manipulating, precision, articulation and naturalisation  Topic 7: Analyse and evaluate the play text.  Topic 2: Create an audition/theme or technical programme	rcreating			
	Procedur	ANALISING	Examining the research of theories, linking evidence seeing relationships between parts or something	, and Differentiate,	60%-79%	ocedural 1	PINKING CONCEPTION PRINCIPE THINKING MANIPULATING	Actions are more precise but with st some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,		kilfully,	ly,	<b>Note:</b> For the PAT's dramatic item 1, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in any one of the following genres: African drama forms, GreekTheatre, Commedia Dell' Arte, Medieval Theatre, IndianTtheatre, South African					
	Conceptual	APPLYING	Using ideas in new ways of applying theories to real situation  Describing what knowleds	Solve, Use, Demonstrate, Organise  Ge Summarise.	40%-59% 30%-39%	P		'controlled', smooth and with finesse  Actions are performed from memory	Implemen	rate,	D 4	40% -49%	Theatre, Realism in the Theatre, ElizabethanTtheatre, Asian Theatre, Expressionist Theatre, Pa AfricanTheatre, Poor Theatre, South African Theatre pre-1994, Theatre of the Absurd, Epic Theat Postmodern Theatre, South African Theatre post-1994				
	C	UNDERSTANDI	means, finding the mair summarising or explain ideas and their trends a significance	deas, g new Illustrate, Give examples		hinking		and from instruction learnt  The learner is learning or has learn watch and copy instructions and	Perform, Execute, O Repeat, Duplicate		_	50% - 59% 20 % - 39%					
	Factual	MEMORISIN	Remembering the concept content, knowledge, skills values, attitudes, technique characteristics and principyour subject	0%-29%		IMITATING	actions. Actions consist of concepts content, values, attitudes, skills, techniques, characteristics and principles in the subject	Reproduc Imitate, Copy		-	10 <b>- 19</b> %						
REQUISITE PRE- KNOWLEDGE	Theoretical and	I practical cond	cepts, skills, content, valu	es, attitudes, techniques	s, principles and	characteristi	cs from Grade	10 and 11 and 12				7					
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	school 2 Teacher q prepare lea 3 Venue and and make	qualification: arners for the dequipment: up. The perfor	Teachers who teach this singour of the subject contents Dedicated Dramatic Arts mances are in standard to	subject must have a min ent. The subject is not en rehearsal room/double plack tracksuit pants and	imum of <b>a three</b> quivalent to the s classroom with w I T-shirts	-year bache chool conce ooden floor	elor's degree in ert. It is a subje , four wooden o	n Drama. This is a specialisect with high levels of drancubics, four flats, textbook,	ed subject na skills DVDs of p	et with di and tec play texts	ifficult <b>chniqu</b> s, play	theoretic ues as w texts, le	SV plus a minimum of <b>two h</b> cal concepts. The Creative A <b>ell as high levels of acade</b> arner workbook and learner endance of all learners of a l	rts teacher or a teacher in nic and theoretical cond journal. Note the subject	terested in Drama will no cepts and content does NOT require lighting	ot be qualified to	
INFORMAL ASSESSMENT			Illy and directly engage the	_				ctices here re-teaching is required	i								
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	<ul> <li>TASK 6 Performance Assessment Task 3 (PAT) <ul> <li>Written section: Research/essay (25 marks)</li> <li>Performance section: Dramatic item 3 (25 marks)</li> </ul> </li> <li>TASK 7 <ul> <li>Trial Examination: Performance (150 marks)</li> <li>TASK 8</li> <li>Trial Examination: Written (150 marks)</li> </ul> </li> </ul>								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								
NSC EXAMINATION PAPER 2	NATIONAL, FII	NAL EXTERN	AL PAPER 2 EXAMINAT	TION. THEME/AUDITIO	N/TECHNICAL F	PROGRAM	ME. THE EXAN	IINATION DURATION IS F	ROM JUL	Y UNTI	IL OC	TOBER,	DEPENDING ON THE NUM	BER OF LEARNERS IN	EACH PROVINCE		

3

## 2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3 WEEK		EK 4 WEEK 5		K 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10			
TOPIC 8	Revision and consolidation Grade 10, 11 and 12 conten	t, concepts, skills, knowled	ge, values, attitudes, princi	ples, techniques and c	characteristics		,							
CORE	BLOOM'S TAXONOMY: TH	EORETICAL LEVELS OF I	KNOWLEDGE	DAVE'S	TAXONOMY: PF	RACTICAL AND TECHNI	QUE LEVELS	OF KNOWLEDGE	II .	S Curriculum aims to create learners the	nat can think critically and creatively			
CONCEPTS, SKILLS, KNOWLEDGE, VALUES,	Buiyuind 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	1% E E E E E E E E E E E E E E E E E E E	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%	To develop thinking citized	bout the subject knowledge they learn be develop thinking citizens, teach, learn and assess on every level of both taxonor epending on whether the content is the theoretical or practical.  Iloom's: Remembering, understanding, applying, analysing, evaluation and creating				
ATTITUDES AND TECHNIQUES	Meta Evaluating Evaluating	identifying the strengths and weaknesses of scholarly work	Defend, Compare the value of	Meta .	ARTICULATING	Actions are performed in a harmonious and coordinated manne	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B 70% - 79%	Dave's: Imitating, mani Topic 8: Revision: Und	pulating, precision, articulation and nat erstand, know, analyse, apply, evaluat skills, knowledge, values, attitudes, pri	turalisation e and create with Grades 10, 11 and			
	Procedu IThinking ANAIISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify  Select, Sketch	Procedura	I IVECIDIO I	Actions are more precise but with sti some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse	Proficient, Becoming an	C 40% - 69%	-49%					
	Conceptua	Using ideas in new ways and applying theories to real situation  Describing what knowledge means, finding the main ideas,	Solve, Use, Demonstrate, Organise 40%-59	Conceptu		Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat							
	Pactual Thinking  WEMORISING	G summarising or explaining new ideas and their trends and significance  Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in	List, Name, Remember, 0%-29%		IMITATING	The learner is learning or has learnt t watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and	Execute, Present  Repeat, Duplicate	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 and 11 and 12													
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	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 overage: 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 two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV plus one hour minimum of two hours of theory CKSV													
INFORMAL ASSESSMENT		ually and directly engage the ruse the learners' workboo	•				s required							
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	All the detail of what, how, w 1. Curriculum and Assess 2. Performance Assessme 3. Examination guidelines	ment Policy Statement entTask guidelines	nd level to set assessment/	examinations is stipula	ated in the follow	ving subject documents:								
NSC EXAMINATION PAPER 1	NATIONAL CURRICULUM	STATEMENT. NATIONAL	SENIOR CERTIFICATE I	BE GRADE 12: FINA	L EXTERNAL I	NATIONAL FORMAL PA	PER 1: WRITT	EN EXAMINATION (	150 MARKS)					