

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 1

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)		
Topic 1	1. Baseline assessment 2. Revision	Introduction to Dramatic Arts. (8 hours)							REVISION			
Topic 2		South African Theatre: Cultural Performance Forms/Oral Tradition or both. (10 hours)										
Topic 3		South African Theatre: Play Text one. (10 hours)										
Topic 4		Scene Study. (8 hours minimum)										
PAT 1		Continue to, throughout the term, rehearse PAT 1's Dramatic Items and research and write on PAT 1'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, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 1: Understand and apply basic elements of drama, theatre and voice production. CAPS p: 13 Topic 2: Understand the origins and expressions of South Africa theatre in Cultural Performance Forms or Oral Tradition. CAPS p:13-14 Topic 3: Identify, understand and apply elements of drama in a South African scripted Play Text. CAPS p: 14 Topic 4: Develop performance skills in a scene from a play, Refine vocal and body performance skills. CAPS p: 15</p> <p>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 Tradition or South African</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%	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%
		PROCEDURAL 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
	CONCEPTUAL 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%	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%
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present				D 40% - 49% E 50% - 59%
	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%	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% G 10 - 19% H 0 - 9%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%							
Requisite Pre-Knowledge	Grade 9 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics											
Resources (other than textbook) to ensure effective learning, teaching and assessment	<p>1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school</p> <p>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 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</p> <p>3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts.</p> <p>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.</p>											
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.											
School Based Assessment	<p>TASK 1 Performance Assessment Task (PAT) 1</p> <ul style="list-style-type: none"> Written Section: Journal (25 marks) Performance Section: Dramatic Item 1 (25 marks) 					All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guidelines 3. Examination Guidelines						

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 2

Term 2 46 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 3 - 7 May (5 days)	Week 5 10 - 14 May (5 days)	Week 6 17 -21 May (5 days)	Week 7 24 - 28 May (5 days)	Week 8 31 May – 4 June (5 days)	Week 9 7 – 11 June (5 days)	Week 10 14 – 18 June (4 days)					
Topic 5	Origins of Western Theatre and Greek Theatre. (12 hours)														
Topic 6					Play Text 2. Greek Theatre						REVISION				
PAT 2	Continue to, throughout the term, rehearse PAT 2's Dramatic Items and research and write on 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, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>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</p> <p>Topic 6: Understand the elements of drama and conventions of Greek plays in a specific play text or extracts from a play text</p> <p>Note: For the PAT's second 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 Tradition or South African</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++ A+ A	95%-100% 90% - 95% 80% - 90%	
	Procedural 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%	Procedural Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manner				Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%	
	Conceptual Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Conceptual 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%	
	Conceptual Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Conceptual Thinking	MANIPULATING	Actions are performed from memory and from instruction learnt				Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E	40% - 49% 50% - 59%	
	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	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 G H	20% - 39% 10 - 19% 0 - 9%	
	MEMORISING	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%										
Requisite Pre-Knowledge	Grade 10 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics														
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 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 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, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit 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	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.														
School Based Assessment	TASK 2 Performance Assessment Task (PAT) 2 <ul style="list-style-type: none"> Written Section: Research/Essay (25 marks) Performance Section: Dramatic Item 2 (25 marks) TASK 3 Mid-Year Control Test: Written (100 marks)					TASK 4 Mid-Year Control Test: Performance (100 marks)					<p>All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents:</p> <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task Guidelines Examination Guidelines 				

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10 Term 3

Term 3 46 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 2 - 6 August (5 days)	Week 5 10 - 13 August (4 days)	Week 6 16 - 20 August (5 days)	Week 7 23 -27 August (5 days)	Week 8 30 Aug – 3 Sept (4 Days)	Week 9 6 -10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-23 Sept (4 days)		
Topic 7	Non-verbal communication. (Individual. Dramatic item) (4 hrs)									REVISION			
Topic 8	Text Interpretation. (Individual. Dramatic item) (4 hrs)												
Topic 9		Medieval Theatre or Commedia Dell Arte or Indian Theatre. (10 hours)											
Topic 10		Play Text 3. Medieval Theatre or Commedia dell' Arte or Indian Theatre. (8 hours)											
Topic 11	South African Theatre. Workshop Theatre (16 hours)												
PAT 3	Continue to, throughout the term, rehearse PAT 3's Dramatic Items and research and write on 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				<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, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 7: Understand and apply the use of the body for communication Understand and apply the use of drama and theatre forms and styles to convey non-verbal communication</p> <p>Topic 8: Apply and analyse continuous development of vocal skills Apply skills to interpret an individual text</p> <p>Topic 9: Apply, analyse and evaluate either Medieval Theatre or Commedia Dell Arte or Indian Theatre</p> <p>Topic 10: Understand, apply and evaluate conventions of Medieval Theatre or Commedia Dell Arte or Indian Theatre</p> <p>Topic 11: Understand and apply the workshop (play building) process in the South African context Workshop and create a short play</p> <p>Note: For the PAT's third 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 Tradition or South African</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	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%
	Procedural 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	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	A+					90% - 95%
	Conceptual Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	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	A					80% - 90%
	Factual Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	B					70% - 79%
		UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	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	C					60% - 69%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify				D					40% - 49%
Requisite Pre-Knowledge	Grade 10 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics												
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 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 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, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit 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	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.												
School Based Assessment	TASK 5 Performance Assessment Task 3 (PAT) <ul style="list-style-type: none"> Written Section: Research/Essay (25 marks) Performance Section: Dramatic Item 3 (25 marks) 					All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task Guideline Examination Guidelines 							

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 4

Term 4 47 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October (5 days)	Week 3 18 - 22 October (5 days)	Week 4 25 - 29 October (5 days)	Week 5 5 - 8 October (4 days)	Week 6 9-13 October (5 days)	Week 7 16-20 October (5 days)	Week 8 23-27 October (5 days)	Week 9 30 Dec -3 Nov (5 days)	Week 10 6-10 November (5 days)					
Topic 12			Staging conventions or Film conventions. (10 hours)							Topic 14 REVISION					
Topic 13	Preparation of Performance/Practical work. (12 hours minimum). Theme/Audition/Technical Examination programme														
Topic 14															
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, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>CAPS Topic 12: Understand and apply different staging conventions and spaces and how these affect performance Use performance spaces and staging creatively</p> <p>CAPS Topic 13: Create an integrated performance in which each individual performer presents three Dramatic Items, contrasting in genre and style. (Items may be from previous terms)</p> <p>CAPS Topic 14: Revision. Theory: Use Blooms Taxonomy as a guide: Remember, Understand, Apply, Analyse, Evaluate and Create Concepts, Skills, Knowledge and Values Revision: Performance: Use Dave's Taxonomy as a guide: Imitate, Manipulate, be Precise, Articulate and Naturalise performance skills and techniques</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%	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+ A	95%-100% 90% - 95% 80% - 90%
		PROCEDURAL 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
	Conceptual 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%	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%
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	MANIPULATING						Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E	40% - 49% 50% - 59%
	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%	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 G H	20% - 39% 10 - 19% 0 - 9%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%										
Requisite Pre-Knowledge	Grade 10 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics														
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 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 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, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit 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	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.														
School Based Assessment	TASK 6 End-of-Year Examination: Written. (150 marks)			TASK 7 End-of-Year Examination: Performance. (150 marks)			All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline 3. Examination Guidelines			PROGRESSION AND PROMOTION REQUIREMENTS: 1. SBA = 60% 2. PAT = 20% 3. End-of-Year Examination: Written 4. End-of-Year Examination: Performance } 20%					