

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 9 Creative Arts: Drama 2021

TERM 1: 45 DAYS	Week 1 (3 days) 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 (4 days) 23-26 March	Week 10 (3 days) 29-31 March
CAPS Topics	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Appreciation and reflection; Media	Appreciation and reflection; Media	Appreciation and reflection; Media
Concepts, Skills and Values *Improvised Drama	<p>Voice: relaxation - restful alertness and breathing exercises. Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p>Research for short improvisation: Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion.</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures.</p>	<p>Voice: relaxation - restful alertness and breathing exercises. Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p>Research for short improvisation: Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion.</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures.</p>	<p>Voice: relaxation - restful alertness and breathing exercises. Physical: posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p>Create short improvisation reflecting cultural practices: Develop structure for performance: plot, characters, time, place, space and audience.</p> <p>Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies, symbols, etc.</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures. Integrate ideas and opinions into the classroom drama.</p>	<p>Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities.</p> <p>Develop improvisation: Character: physical and vocal characterisation – language and appropriate register.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position) and body as an instrument of expression activities.</p> <p>Develop improvisation: Audibility of spoken dialogue.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities.</p> <p>Develop improvisation: Dramatic tension: in the plot, within a person, between people/groups of people, between people and the environment.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities.</p> <p>Develop improvisation: Sustaining dramatic tension.</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>
Requisite Pre-knowledge	<p>VOICE Basic skills and understanding of breathing and resonance.</p> <p>PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p>BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience.</p> <p>BASIC RESEARCH SKILLS Access (find information) – enquire, locate, identify, observe, research ; Process (the information) – arrange, compare, evaluate, analyse, communicate ; Use – accept, reject, apply, choose</p> <p>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</p>									
Resources (other than textbook) to enhance learning	<p>Appropriate performance space: Open Classroom / Hall / Stage</p> <p>CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone</p> <p>Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers</p> <p>Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker</p> <p>https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUyU</p> <p>Lesson Plans: https://bit.ly/37WlphE</p>									
Informal Assessment and Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p> <p>Workbook: research on cultural practices and impact of media, using variety of stimuli as provided by teacher.</p> <p>Workbook: research on cultural practices and impact of media, using variety of stimuli as provided by teacher.</p> <p>Workbook: mind map of elements of drama and skeleton of plot of the play.</p> <p>Observation, side coaching and direction. Workbook: create character profile.</p> <p>Rehearsal: side coaching and directing by teacher and peers towards polished performance; Workbook: reflect on own performance through guided questions or journal entries.</p> <p>Rehearsal: side coaching and directing by teacher and peers towards polished performance; Workbook: reflect on own performance through guided questions or journal entries.</p> <p>Workbook: critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology.</p>									
SBA (Formal Assessment)	Formal Practical Assessment in week 8 – 10.								Formal Assessment Task: Improvised Drama Performance 50 marks assessed with a rubric	

TERM 2: 51 DAYS	Week 1 (4 days) 13-16 April	Week 2 19-23 April	Week 3 (4 days) 26-30 April	Week 4 3-7 May	Week 5 10-14 May	Week 6 17-21 May	Week 7 24-28 May	Week 8 - 11 31 May – 25 June
CAPS Topics	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue; Media	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue; Media	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue; Media	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: Dramatised Prose / Monologue; Appreciation and Reflection	
Concepts, Skills and Values *Dramatised Prose has been selected for this planning template.	Voice: relaxation, breathing and tone exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills – Dramatised Prose Text analysis – expressing piece in own words. Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: stock characters and typecasting.	Voice: relaxation, breathing and tone exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills - Dramatised Prose Verbal characterization: vocal clarity, pitch, pace, pause, tone, volume and emphasis. Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: age, gender, status and culture.	Voice: breathing, tone and resonance exercises. Physical: posture, focus and control activities. Interpretation and Performance Skills - Dramatised Prose Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement. Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: discrimination and prejudice.	Voice: breathing, tone and resonance exercises. Physical: explore movement dynamics and visualisation activities. Interpretation and Performance Skills - Dramatised Prose Integrating verbal characterisation and physical expressiveness - appropriate use of movement and/or stillness.	Voice: articulation, breathing and resonance exercises. Physical: focus, control and visualisation activities. Interpretation and Performance Skills - Dramatised Prose Narrative Technique - vocal and physical. Audience contact - memorable, engaging and effective presentation.	Voice: articulation, breathing and resonance exercises. Physical: focus, control and visualisation activities. Interpretation and Performance Skills - Dramatised Prose Rehearsal towards performance.	Voice: articulation, breathing and resonance exercises. Physical: focus, control and visualisation activities. Interpretation and Performance Skills - Dramatised Prose Final rehearsal towards performance	Practical Examination: Individual / Small Group Performance Vocal and physical skills. Interpretation & performance of texts: Dramatised Prose / Monologue 50 marks Written Examination: Drama Terminology Elements of Drama as explored in all topics of term 1 & 2. Reflection and appreciation, analysis and application using dramatic texts: Dramatised Prose / Monologue 50 marks Equal weighting between theory and practical examination. Recommendation: exam slot on timetable to assess practical examination. Cognitive levels: Lower order – 30%; Middle order - 40%; Higher order - 30%
Requisite Pre-knowledge	<p>VOICE Basic skills and understanding of breathing, tone, resonance and articulation.</p> <p>PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p>BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts. Understanding and application of drama elements - character, plot, time, space and audience; rehearsal; audience behaviour and theatre etiquette.</p>							
Resources (other than textbook) to enhance learning	<p>Appropriate performance space: Open Classroom / Hall / Stage CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUyU</p>							
Lesson Plan Examples	<p>INTRODUCTORY LESSONS ON PROSE PERFORMANCE Lesson Plans: https://bit.ly/3IEYT6E</p> <p>STRENGTHENING SKILL IN PROSE PERFORMANCE Lesson Plans: https://bit.ly/36nNNPa</p>							
Informal Assessment and Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p>							
	Workbook: text analysis of prose.	Observation and side coaching. Workbook: Explore new terminology through worksheets or quizzes. Apply vocal skills to text.	Observation, side coaching and direction. Workbook: reflect on practical work explored thus far.	Observation, side coaching, direction. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.	Observation, side coaching and direction. Workbook: reflect on terminology and practical work explored. Make use of worksheets, quizzes or journal entries.	Rehearsal: side coaching and directing by teacher and peers towards polished performance; self and peer assessment. Workbook: reflect on own performance through guided questions or journal entries.	Rehearsal: side coaching and directing by teacher and peers towards polished performance; self and peer assessment. Workbook: reflect on own performance through guided questions or journal entries.	
SBA (Formal Assessment)	Formal Written and Practical Assessments in Weeks 8 – 11.							

TERM 3: 52 DAYS	Week 1 (4 days) 13-16 July	Week 2 19-23 July	Week 3 26-30 July	Week 4 2-6 August	Week 5 (4 days) 10-13 August	Week 6 16-20 August	Week 7 23-27 August	Week 8 30 Aug – 3 Sept	Week 9 6-10 Sept	Week 10 13-17 Sept	Week 11 (4 days) 20-23 Sept
CAPS Topics	Dramatic skills development; Drama elements in playmaking;	Dramatic skills development; Drama elements in playmaking;	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking; Appreciation and Reflection	Dramatic skills development; Drama elements in playmaking; Appreciation and Reflection	Dramatic skills development; Drama elements in playmaking; Appreciation and Reflection	Appreciation and Reflection; Media	Appreciation and Reflection; Media	Appreciation and Reflection; Media
Concepts, Skills and Values *Improvised Drama	Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. Improvisation Purpose of Performance: To educate, enlighten, entertain, mobilise, inform, etc.	Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities. Improvisation Target Audience: Age group, economic, social and political background.	Voice: relaxation, breathing and resonance exercises. Physical: trust activities with partners and in small groups. Develop Improvisation: Most important moments/highlights, effective words or dialogue and crucial movements.	Voice: relaxation, breathing and resonance exercises. Physical: mirror work (using slow, controlled mirroring of narrative mime sequences) Improvisation Basic Staging Conventions and Technical Resources: -- stage space -- placing of actors -- movement patterns -- props -- set pieces -- costume pieces	Voice: relaxation, breathing and resonance exercises. Physical: lead and follow movements in pairs, small groups and as a class. Improvisation Basic Staging Conventions and Technical Resources: -- audience -- sound -- basic lighting	Voice: relaxation, breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics. Polished Improvisation: Practise the drama and refine for final performance.	Voice: relaxation, breathing and articulation exercises. Physical: explore character and mood through movement. Polished Improvisation: Practise the drama and refine for final performance.	Voice: relaxation, breathing and articulation exercises. Physical: explore character and mood through movement. Polished Improvisation: Practise the drama and refine for final performance.	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama
Requisite Pre-knowledge	<p align="center">VOICE Basic skills and understanding of articulation, breathing and resonance.</p> <p align="center">PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p align="center">BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience.</p> <p align="center">BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</p>										
Resources (other than textbook) to enhance learning	<p align="center">Appropriate performance space: Open Classroom / Hall / Stage CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUYU</p>										
Informal Assessment and Remediation	<p align="center">Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p>										
SBA (Formal Assessment)	Formal Practical Assessment in Weeks 9 – 11.									Formal Assessment Task: Improvised Drama Performance 50 marks assessed with a rubric	

TERM 4: 47 DAYS	Week 1 (4 days) 5-8 October	Week 2 11-15 October	Week 3 18-22 October	Week 4 25-29 October	Week 5 1-5 November	Week 6 - 10 8 November – 8 December
CAPS Topics	Dramatic skills development; Interpretation & Performance: Scene Work (Theatre/Television) / Radio Drama	Dramatic skills development; Interpretation & Performance: Scene Work (Theatre/Television) / Radio Drama	Dramatic skills development; Interpretation & Performance: Scene Work (Theatre/Television) / Radio Drama; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: Scene Work (Theatre/Television) / Radio Drama; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: Scene Work (Theatre/Television) / Radio Drama; Appreciation and Reflection	
Concepts, Skills and Values *Scene Work has been selected for this planning template.	Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills – Scene Work Text analysis (dialogues from a play or a television script).	Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills – Scene Work Interpretation of character/s. Emotional connection. Vocal and physical characterization.	Voice: intonation, tone and projection exercises. Physical: physical relationships in pairs activities. Interpretation and Performance Skills – Scene Work Interaction and development of relationships. Stage space, placing of actors and movement patterns.	Voice: intonation, tone and projection exercises. Physical: physical relationships in pairs or larger groups activities. Interpretation and Performance Skills – Scene Work Interaction - listening and responsiveness, stay in character. Audience contact - memorable, engaging and effective presentation.	Voice: intonation, tone and projection exercises. Physical: status play activities. Interpretation and Performance Skills – Scene Work Rehearsal, preparing for final performance.	Practical Examination: Group Performance Vocal and physical skills. Interpretation & performance of texts: Scene Work / Radio Drama 50 marks Written Examination: Drama Terminology Elements of Drama as explored in all topics of term 3 & 4. Reflection and appreciation, analysis and application using dramatic texts: Scene Work / Radio Drama 50 marks Equal weighting between theory and practical examination. Recommendation: exam slot on timetable to assess practical examination. Cognitive levels: Lower order – 30%; Middle order - 40%; Higher order - 30%
Requisite Pre-knowledge	<p style="text-align: center;">VOICE Basic skills and understanding of breathing, tone, resonance, articulation, intonation and projection.</p> <p style="text-align: center;">PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p style="text-align: center;">BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts. Understanding and application of drama elements - character, plot, time, space and audience; rehearsal; audience behaviour and theatre etiquette.</p>					
Resources (other than textbook) to enhance learning	<p style="text-align: center;">Appropriate performance space: Open Classroom / Hall / Stage CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUyU</p>					
Lesson Plan Examples	<p style="text-align: center;">INTRODUCTORY LESSONS ON SCENE WORK https://bit.ly/3k7IRS2</p>					
Informal Assessment and Remediation	<p style="text-align: center;">Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p>					
	Workbook: text analysis of plot and time.	Workbook: diagram / collage / mind map of character and character analysis.	Observation, side coaching and direction. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.	Observation, side coaching and direction. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.	Rehearsal: side coaching and directing by teacher and peers towards polished performance; self and peer assessment. Workbook: reflect on own performance through guided questions or journal entries.	
SBA (Formal Assessment)	Formal Written and Practical Assessments in Weeks 6 – 10.					