

## SUGGESTED PLANNING of TEACHING and ASSESSMENT

## Grade 7 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 topic	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
Concepts, Skills and Values	<p><b>Voice:</b> relaxation and breathing exercises. <b>Physical:</b> release tension and mirror work activities.</p> <p>Commence development of <b>short improvisation</b> (use themes relevant to learners). Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners.</p>	<p><b>Voice:</b> relaxation, breathing and resonance exercises. <b>Physical:</b> use imagery to warm-up the body.</p> <p>Develop a <b>storyline</b> with beginning, middle and end. Focus on Who, What, Where and When.</p>	<p><b>Voice:</b> relaxation, breathing and resonance exercises. <b>Physical:</b> use imagery to warm-up the body.</p> <p><b>Shape and develop scenes</b> – using tableaux.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Develop <b>characters, space, theme and message</b> of drama.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Explore <b>physical relationships</b> in space, focus points, levels, and proximity of characters to each other. Consider where the <b>audience</b> is seated.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Focus of <b>listening and concentration, action and reaction</b>. Practise the scene, refining it for performance (homework – rehearse own part and if possible, in group to prepare for formal practical assessment in weeks 8 and 9).</p>	<p>Research careers of actors/dancers/singers/clowns/stand-up comedians.</p> <p>Rehearse improvised drama for assessment.</p>	<p>Present /submit (video/written/audio/electronic – website/PowerPoint) research careers of actors/dancers/singers/clowns/stand-up comedians.</p> <p>Rehearse improvised drama for assessment.</p>	<p>Classroom improvised drama.</p> <p>OR</p> <p>Recording/filming of improvised drama.</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, resonance, articulation and projection. Physical - basic skills in warming up the body, posture, physical characterisation and use of space. Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience.</p>						<p>Basic research skills: <b>Access</b> (how find information) Enquire, locate, identify, observe, research <b>Process</b> (the information) Arrange, compare, evaluate, analyse, communicate <b>Use</b> Accept, reject, apply, choose</p>		<p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette</p>	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps Lesson Plans: <a href="https://bit.ly/37WLpHE">https://bit.ly/37WLpHE</a></p>									
Informal Assessment & 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>									
	Explore stimulus for improvisation: mind maps.	Workbook: mind map of elements of drama and skeleton of plot of the play.	Observation, side coaching and direction of tableaux.	Workbook: character analysis in template; journal or visual image of theme, poster of message of play.	Observation, side coaching and direction of physical relationships and use of space.	Rehearsal: side coaching, directing by teacher and peers towards polished performance.	Workbook: first draft of research.	Dry run of research presentation.	Classroom discussion and reflection.	
SBA (Formal Assessment)	<p>Formal Assessment Task: Practical Assessment during week 9 and 10.</p>								<p>Formal Assessment Task: Drama Performance 50 marks assessed with a rubric</p>	

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 topic	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Dramatic skills development; Interpretation & performance: Choral Verse / Folktales	Practical and Written Examination
Concepts, skills and values	<p><b>Voice:</b> Relaxation &amp; posture; Breathing exercises.</p> <p><b>Physical:</b> release tension, loosen and energise the body.</p>	<p><b>Voice:</b> relaxation &amp; Breathing exercises.</p> <p><b>Physical:</b> release tension, loosen and energise the body.</p>	<p><b>Voice:</b> relaxation &amp; Breathing, Resonance,</p> <p><b>Physical:</b> release tension, loosen and energise the body, focus and mirror work.</p>	<p><b>Voice:</b> Breathing, Resonance</p> <p><b>Physical:</b> release tension, loosen and energise body, focus, mirror work.</p>	<p><b>Voice:</b> Breathing, Resonance, Articulation</p> <p><b>Physical:</b> use imagery to explore movement dynamics.</p>	<p><b>Voice:</b> Articulation</p> <p><b>Physical:</b> use imagery to warm-up the body and explore movement dynamics.</p>	<p><b>Voice:</b> Articulation</p> <p><b>Physical:</b> use imagery to warm-up, explore movement dynamics, lead and follow, movements in pairs, small groups and as a class.</p>	<p><b>Practical Examination: Group Performance</b> Vocal and physical skills Interpretation &amp; performance of texts: Choral Verse / Folktales <b>50 marks</b></p> <p><b>Written examination: Drama terminology</b> Elements of Drama as explored in all topics. Reflection and appreciation. Analysis and application using dramatic texts: Choral verse/ Folktales. Careers. <b>50 marks</b> Equal weighting between theory and practical examination</p> <p><b>Recommendation: exam slot on timetable to assess practical examination</b></p> <p><b>Cognitive levels:</b> <b>Lower order: 30%</b> <b>Middle order: 40%</b> <b>Higher order: 30%</b></p>
	<p>In terms 2 and 4, there is a choice between the interpretation and performance of <b>Choral Verse and Folktales</b>. If the performance of Folktales is preferred for term 2, please consult Term 4 of this Teaching Plan.</p>							
	<p><b>Choral verse:</b> Text analysis.</p>	<p><b>Choral verse:</b> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. Listening and responding to cues.</p> <p><b>Careers</b> <b>Creative team</b>, including writer, director, producer, designer, composer, and lighting designer.</p>	<p><b>Choral verse:</b> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc.  Listening and responding to cues.</p> <p>Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others. Listening and responding to cues.</p> <p><b>Careers</b> <b>Creative team</b> (continue from previous week).</p>	<p><b>Choral verse:</b> Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc.  Listening and responding to cues.</p> <p>Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others. Listening and responding to cues.</p> <p><b>Careers</b> <b>Creative team</b> (continue from previous week).</p>	<p><b>Choral verse:</b> In addition to techniques explored during previous weeks, add: Group movement, working as one, using body percussion.</p> <p><b>Careers</b> <b>Creative team</b> (continue from previous week).</p>	<p><b>Choral verse:</b> Rehearse all aspects explored in previous weeks towards polished performance.</p> <p><b>Careers</b> <b>Creative team</b> (continue from previous week).</p>	<p><b>Choral verse:</b> Rehearse all aspects explored in previous weeks towards polished performance.</p> <p><b>Careers</b> <b>Creative team</b> (continue from previous week).</p>	
Requisite pre-knowledge	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space) ; ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience							
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers; appropriate applications for research and presentation <b>Lesson Plans: <a href="https://bit.ly/3IEYT6E">https://bit.ly/3IEYT6E</a></b>							
Informal assessment; remediation	Workbook: text analysis of Choral Verse	Observation, side coaching	Observation, side coaching and direction. Workbook: new terminology explored quizzes, worksheets on careers.	Workbook: first draft of research. Observation, side coaching.	Research presentation. Observation, side coaching.	Rehearsal; side coaching, directing by teacher and peers towards polished performance; self and peer assessment.	Rehearsal; side coaching, directing by teacher and peers towards polished performance.	
SBA (Formal Assessment)	Written and Practical Examination during 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 &11 13-23 Sept
CAPS topic	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
Concepts, skills and values	<p><b>Voice:</b> relaxation, breathing, posture exercises.</p> <p><b>Physical:</b> physical loosening up and energising of the body.</p> <p><b>Improvised Drama</b> Create a drama using a cultural or social event as stimulus. Drama elements in cultural and social events, compared to their use in theatre.</p>	<p><b>Voice:</b> relaxation, breathing, resonance exercises (cont.)</p> <p><b>Physical:</b> physical loosening up and energising of the body.</p> <p><b>Improvised Drama</b> (continue) Actors Audience Space)</p>	<p><b>Voice:</b> relaxation, breathing, resonance exercises (cont.)</p> <p><b>Physical:</b> trust exercises in partners and small groups.</p> <p><b>Improvised Drama</b> (continue) Time Costumes</p>	<p><b>Voice:</b> relaxation, breathing, articulation exercises (cont.)</p> <p><b>Physical:</b> mirror work (using slow, controlled mirroring of narrative mime sequences).</p> <p><b>Improvised Drama</b> (continue) Props Special effects</p>	<p><b>Voice:</b> relaxation, breathing, articulation exercises (cont.)</p> <p><b>Physical:</b> imagery to warm-up the body and explore movement dynamics.</p> <p><b>Improvised Drama</b> (continue) Music or accompaniment. Movement or choreography. Chants or use of call and response, dialogue.</p>	<p><b>Voice:</b> relaxation, breathing, articulation exercises (cont.)</p> <p><b>Physical:</b> lead and follow movements in pairs, small groups and as a class.</p> <p>Practise the drama, refining it for performance; prepare for formal practical assessment in weeks 9-11.</p>	<p>Research careers of support team, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front of house staff.</p> <p>Practise the drama to prepare for formal practical assessment in weeks 9 -11.</p>	<p>Present / submit (video / written / audio/ electronic – website / PowerPoint) research careers of <b>support team</b>, including the stage manager, stagehands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front of house staff.</p> <p>Practise the drama to prepare for formal practical assessment in weeks 9, 10.</p>	Classroom improvised drama.	Classroom improvised drama.
Requisite pre-knowledge	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space) ; basic improvisation technique, understanding and application of drama elements character, plot, time, space, audience.						Basic research skills: <b>Access</b> (how find information) Enquire, locate, identify, observe, research <b>Process</b> (the information) Arrange, compare, evaluate, analyse, communicate <b>Use</b> Accept, reject, apply, choose			
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers; appropriate applications for research and presentation. Lesson Plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>									
Informal assessment remediation	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									
	Workbook: mind map of elements of drama, skeleton of plot of the play.	Workbook: mind map of elements of drama, skeleton of plot of the play.	Observation, side coaching and direction of application of time. Workbook: costume design.	Workbook: design and list props, special effects.	Observation, side coaching and direction of all aspects developed thus far.	Rehearsal; side coaching, directing by teacher and peers towards polished performance.	Workbook: first draft of research.	Dry run of research presentation.	Classroom discussion and reflection.	
SBA (Formal Assessment)	Formal Practical Assessment: week 9 – 11.								Formal Assessment Task: 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 8-12 November	Week 7-10 15 November – 8 December
CAPS topic	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Dramatic skills development; Interpretation & performance: Folktales / Choral Verse	Practical Examination: Individual or Group Performance Vocal and physical skills. Interpretation & performance of texts: Folktales / Choral Verse. <b>50 marks</b>
Concepts, skills and values	Voice: Relaxation & Posture; Breathing exercises. Physical: release tension, loosen and energise the body.	Voice: Relaxation & Breathing exercises. Physical: release tension, loosen and energise the body.	Voice: Relaxation & Breathing, Resonance. Physical: release tension, loosen and energise the body, focus and mirror work.	Voice: Breathing, Resonance. Physical: release tension, loosen and energise body, focus, mirror work.	Voice: Breathing, Resonance, Articulation. Physical: use imagery to explore movement dynamics.	Voice: Articulation Physical: use imagery to warm-up the body and explore movement dynamics.	Written examination: Drama terminology Elements of Drama as explored in all topics. Reflection and appreciation. Analysis and application using dramatic texts: Folktales / Choral Verse. Careers. <b>50 marks</b>
	In terms 2 and 4, there is a choice between the interpretation and performance of <b>Choral Verse and Folktales</b> . If the performance of Choral Verse is preferred for term 4, please consult Term 2 of this Teaching Plan.						
	Folktales (individual or group performance) Text analysis.	Folktales (individual or group performance) Storytelling techniques, narrative and dialogue.  Careers Related fields of study, drama teacher, drama therapist, drama life coach, voice and speech therapist, movement therapist, radio and television presenters, master-of-ceremonies and agents.	Folktales (individual or group performance) Vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis, tone-colour.  Careers Continue from previous week.	Folktales (individual or group performance) In addition to elements explored in previous weeks, add: Movement, body language, facial expression, eye contact. Vocal characterisation and physical characterisation.  Careers Continue from previous week.	Folktales (individual or group performance) Use vocal sound effects as background sounds or as a soundtrack: integrating song where appropriate.	Folktales (individual or group performance) Rehearse all aspects explored in previous weeks towards polished performance.	Folktales (individual or group performance) Rehearse all aspects explored in previous weeks towards polished performance.
Requisite pre-knowledge	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space) ; ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience						
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of drama related careers; appropriate applications for research and presentation. Lesson Plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a>						
Informal assessment remediation	Workbook: text analysis of Folktale	Observation, side coaching and direction of tableaux Workbook: new terminology explored quizzes; difference between narrative and dialogue; modulation explored. Workbook: careers: worksheet.	Observation, side coaching. Careers: research: first draft submitted. Workbook: worksheet on body language, facial expression, eye contact.	Rehearsal; side coaching, directing by teacher and peers towards polished performance; self and peer assessment. Careers: research submitted.			
SBA (Formal Assessment)	Formal Practical and Written Examination: Week 7 -10.						