

# **GUIDELINES FOR THE 2021 NATIONAL RECOVERY ANNUAL TEACHING & ASSESSMENT PLANS (ATPs) DRAMATIC ARTS**



# Presentation Outline

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# 1. Three Year Recovery Plan

## PRINCIPLES:

- Management of the learning losses and the possible loss of teaching time
- The 2021–2023 ATPs will be based on the revised ATPs developed in 2020
- Learning losses defined as those Learning Outcomes ( CAPS Topics)  
**(Content, Skills & Competencies, Values & Attitudes)** as stated in the Revised ATPs not achieved during the 2020 school year.

## 2. 2021 Recovery ATPs - Grade R-12

### Curriculum and Assessment Requirements

|  | GRADE R-3  | GRADE 4-9   | GRADE 10-11   | GRADE 12   |
|--|--|---|---|--|
| Trimmed ATPs<br>Circular S2 & S3<br>(Core Concepts and Skills<br>(Grade R-11)) | Term 1-4 Core Content and Skills   | Term 1-4 Core Content and Skills  | Term 1-4 Core Content and Skills  | Examination<br>Guidelines<br><br>Core Content and Skills                     |
|  | <b>Curriculum Requirements:</b> <ul style="list-style-type: none"> <li>Consolidation of Pre-Knowledge and Learning Losses of 2020 (Revision) per Term;</li> <li>Circular S2 of 2020: Foundation Phase All subjects to be implemented</li> <li>Circular S3 of 2020: All Senior Phase Subjects implemented in 2021 ATPs</li> </ul> |   |   |  |
| Term 1 SBA   | <b>Assessment Requirements:</b> <ul style="list-style-type: none"> <li>Implement Abridged Section 4 of CAPS from Grade R-11 (Circular S5 of 2019); Grade 12 Circular pending</li> <li>To maximise time available for teaching and learning (Assessment For Learning)</li> </ul>  |   |   |  |
|  | 100% CASS  | <b>SBA</b><br>Abridged Section 4 of CAPS from Grade R-11<br>(Circular S5 of 2019) | <b>SBA</b><br>Abridged Section 4 of CAPS from Grade R-11<br>(Circular S5 of 2019) | <b>SBA</b><br>Abridged Section 4 of CAPS from<br>Grade 12 (Circular pending) |
| Term 2 SBA   | 100% CASS  | <b>SBA</b><br><b>Controlled Test</b>  | <b>SBA</b><br><b>Controlled Test</b>  | <b>SBA:</b><br><b>No June examination</b>                                    |
| Term 3 SBA   | 100% CASS  | <b>SBA</b>  | <b>SBA</b>  | <b>2021 SBA:</b><br><b>Preliminary Exam</b>                                  |
| Term 4 SBA<br>Promotion &<br>Progression                                       | 100% CASS  | <b>SBA</b><br><b>End of Year Exam</b>   | <b>SBA</b><br><b>End of Year Exam</b>   | <b>2021</b><br><b>NSC Exam</b>   |

# 3. Curriculum Recovery Strategies

| Strategies                      | 2020   | 2021   | 2022   | 2023   |
|---------------------------------|--|--|--|--|
| <b>Curriculum Interventions</b> | <ul style="list-style-type: none"> <li>Grade R-11 Curriculum Trimming and Reorganisation not grade 12;</li> <li>Accelerated learning programmes</li> <li>Fundamentals</li> </ul> | <p>The Recovery ATPs with <b>design elements</b> to:</p> <ul style="list-style-type: none"> <li>Align to amended 2021 School Calendar</li> <li>Consolidate and/or <b>revise the 2020 work</b> especially in term one of the 2021 academic year</li> <li>Establish <b>Pre-knowledge</b></li> <li>Identify and <b>Recover Learning Losses</b></li> <li>Entrench <b>Assessment for Learning</b> as a pedagogical approach</li> <li>Enhance <b>deeper learning</b></li> <li>Align <b>Abridged Section 4 of CAPS</b> from Grade R-11 (Circular S5 of 2019)</li> </ul> | <p>The Recovery ATPs with design elements to:</p> <ul style="list-style-type: none"> <li>Establish pre-knowledge</li> <li>Identify and Recover learning losses</li> <li>Entrench assessment for learning as a pedagogical approach</li> <li>Enhance deeper learning</li> </ul> | <p>The Recovery ATPs with design elements to:</p> <ul style="list-style-type: none"> <li>Establish pre-knowledge</li> <li>Identify and Recover learning losses</li> <li>Entrench assessment for learning as a pedagogical approach</li> <li>Enhance deeper learning</li> </ul> |



# 4. DRAMATIC ARTS

## GRADE 12

### Guidelines to the 2021 Recovery ATPs



# Summary: Content Overview for the Phase

| Grade 10   | Grade 11   | Grade 12   |
|--|--|--|
| <p>Topic 1: Introduction to Dramatic Arts</p> <p>Topic 2: South African Theatre: Cultural Performance Forms or Oral Tradition</p> <p>Topic 3: Play Text 1.<br/>South African Theatre</p> <p>Topic 4: Scene Study</p> <p>Topic 5: Origins of Western Theatre and Greek Theatre</p> <p>Topic 6: Play Text 2.<br/>Greek Theatre</p> <p>Topic 7: Non-verbal communication</p> <p>Topic 8: Text Interpretation</p> <p>Topic 9:</p> <ol style="list-style-type: none"> <li>1. Medieval Theatre or</li> <li>2. Commedia dell 'Arte or</li> <li>3. Indian Theatre</li> </ol> <p>Topic 10: Play Text 3.</p> <ol style="list-style-type: none"> <li>1. Medieval Theatre or</li> <li>2. Commedia dell 'Arte or</li> <li>3. Indian Theatre</li> </ol> <p>Topic 11. South African Theatre:<br/>Introduction to Workshop Theatre</p> <p>Topic 12: Staging and/or Film Conventions</p> <p>Topic 13: Group Performance</p> | <p>Topic 1: Realism and Constantin Stanislavski</p> <p>Topic 2: Play Text 1: Realism in the Theatre</p> <p>Topic 3: Voice and body work</p> <p>Topic 4: South African Theatre</p> <p>Topic 5: Play Text 2: South African Theatre</p> <p>Topic 6: Physical Theatre</p> <p>Topic 7: Stylised Theatre</p> <p>Topic 8: Play Text 3: Stylised Theatre</p> <p>Topic 9: The Director/Designer in Theatre and/or Film</p> <p>Topic 10: Poor Theatre</p> <p>Topic 11: Preparation of Practical work</p> | <p>Topic 1: 20<sup>th</sup> Century 'isms'</p> <p>Topic 2: Performance Examination:</p> <ol style="list-style-type: none"> <li>1. Theme or</li> <li>2. Audition or</li> <li>3. Technical Theatre Programme</li> </ol> <p>Topic 3. 20<sup>th</sup>- century Theatre Movements.</p> <ol style="list-style-type: none"> <li>1. Theatre of the Absurd or</li> <li>2. Epic Theatre or</li> <li>3. Post-modern Theatre</li> </ol> <p>Topic 4. Prescribed Play Text: 1.<br/>20<sup>th</sup>- century Theatre Movements.</p> <ol style="list-style-type: none"> <li>1. Theatre of the Absurd or</li> <li>2. Epic Theatre or</li> <li>3. Post-modern Theatre</li> </ol> <p>Topic 5. Prescribed Play Text: 2.<br/>South African Theatre (1960 – 1994)</p> <p>Topic 6. South African Contemporary Theatre</p> <p>Topic 7. Prescribed Play Text: 3<br/>South African Contemporary Theatre (post -1994)</p> |



# **5. The 2021 Dramatic Arts Annual Teaching Plan Terms 1,2,3 and 4**



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 12. Term 1

| Term 1<br>45 days   | Week 1<br>27-29 January<br>(3 days)   | Week 2<br>1-5 February<br>(5 days)  | Week 3<br>8-12 February<br>(5 days)  | Week 4<br>15-19 February<br>(5 days)   | Week 5<br>22-26 February<br>(5 days)                            | Week 6<br>1-5 March<br>(5 days)   | Week 7<br>8-12 March<br>(5 days) | Week 8<br>15-19 March<br>(5 days)  | Week 9<br>23-26 March<br>(4 days)  | Week 10<br>29-31 March<br>(3 days) |  |  |   |
|---|---|---|--|--|---|---|----------------------------------|--|--|------------------------------------|--|--|---|
| Topic 1   | 1. Baseline<br>assessment<br>2. Revision and<br>Consolidation   | 20th Century 'isms'. (6 hours)  |  |  |   |   |                                  |  |  | REVISION                           |  |  |   |
| Topic 2   |   | 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 Post-Modern Theatre. (10 Hours)                     |   |   |                                  |  |  |                                    |  |  |   |
| Topic 4   |   | Prescribed Play Text 1. 20th Century Theatre Movements: Either: Theatre of the Absurd or Epic Theatre or Post-Modern Theatre. (10 hours)  |  |  |   |   |                                  |  |  |                                    |  |  |   |
| Core  <br>Concepts,<br>Skills,<br>Knowledge<br>and Values | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE  |   |  |  | DAVE'S TAXONOMY:<br>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 the taxonomies of Blooms and Dave's. It is not enough to merely teach the content. Educators must help learners to apply the content on each level of both Taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 1: Understand the background and context of modern drama<br/>Evaluate how social, historical, political and economic contexts, and events such as wars, inform theatre</p> <p>Topic 2: Refine voice and body skills and techniques<br/>Demonstrate developing mastery of different styles and modes of performance</p> <p>Topic 3: Understand either Theatre of the Absurd or Epic Theatre or Post-Modern Theatre as anti-realism<br/>Identify and analyse the key features and conventions of this Dramatic Movement<br/>Evaluate the playwrights and practitioners of the Dramatic Movement you have Selected</p> <p>Note: For the PAT's Dramatic Item one, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994</p> |                                    |  |  |   |
|   | Meta Thinking<br>Procedural 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 | 10%-100%  | Meta Thinking<br>Procedural Thinking  | NATURALISING                     | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   |  |                                    | Flowless, No errors, Create, Invent  | A++ 10%-100%<br>A+ 90% - 100%<br>A 80% - 90% |   |
|   |   | 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   | B 70% - 70%                                  |   |
|   |   | ANALYSING   | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-70%   |   | 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 40% - 40%                                  |   |
|   |   | APPLYING  | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise  | 40%-50%   |   | MANIPULATING                     | Actions are performed from memory and from instruction learnt  |  |                                    | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present   | D 40% - 40%<br>E 30% - 30%                   |   |
|   |   | 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%-30%   |   | 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 20% - 20%<br>G 10% - 10%<br>H 0% - 0% |
|   | MEMORISING  | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject   | List, Name, Remember, Identify   | 0%-20%   |   |   |                                  |  |  |                                    |  |  |   |
|   | Requisite Pre-Knowledge   | Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |  |  |   |   |                                  |  |  |                                    |  |  |   |
|   | Resources (other than textbook) to ensure effective learning, teaching and assessment   | 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<br>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<br>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.<br>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. |  |  |   |   |                                  |  |  |                                    |  |  |   |
|   | Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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 (Formal Internal Assessment)      | TASK 1<br>Performance Assessment Task (PAT) 1<br>• Written Section: Journal (25 marks)<br>• 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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guidelines<br>3. Examination Guidelines |                                  |  |  |                                    |  |  |   |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 12. Term 2

| Term 2<br>51 days   | Week 1<br>13 - 16 April<br>(4 days)   | Week 2<br>19 - 23 April<br>(5 days) | Week 3<br>26 -30 April<br>(3 days)   | Week 4<br>3 - 7 May<br>(5 days)  | Week 5<br>10 - 14 May<br>(5 days)                            | Week 6<br>17 -21 May<br>(5 days)  | Week 7<br>24 - 28 May<br>(5 days) | Week 8<br>31 May – 4 June<br>(5 days)  | Week 9<br>7 – 11 June<br>(5 days)  | Week 10<br>14 – 18 June<br>(4 days) | Week 11<br>21 – 25 June<br>(5 days) |  |              |
|---|---|-------------------------------------|--|--|--|---|-----------------------------------|--|--|-------------------------------------|-------------------------------------|--|--------------|
| Topic 5   | Prescribed Play Text. South African Theatre. (1980 – 1994). (10 hours)  |                                     |  |  |  |   |                                   |  |  | REVISION                            | REVISION                            |  |              |
| Topic 2   | Thema/Audition/Technical Programme. (16 hours minimum) **Technical: Design (costume/lighting/make up/set), Directing, Film, Stage Management.   |                                     |  |  |  |   |                                   |  |  |                                     |                                     |  |              |
| Topic 6   |   |                                     |  |  | South African Contemporary Theatre. Post 1994). (8 hours)    |   |                                   |  |  |                                     |                                     |  |              |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques                    | BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE   |                                     |  |  | DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE |   |                                   |  | 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 the taxonomies of Blooms and Dave's. It is not enough to merely teach the content. Educators must help learners to apply the content on each level of both Taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation<br><br>Topic 5: Analyse and evaluate the South African Play Text in context<br>Note: Refer to Grade 11 work: Realism in the Theatre, Workshop Theatre or Poor Theatre as relevant<br><br>Topic 2: Create a Thema/Audition or Technical programme<br>Topic 6: Examine South African Theatre Post-Apartheid<br>Demonstrate knowledge of important contemporary playwrights and groups<br>Identify key features and conventions of contemporary Theatre in South Africa<br>Understand purposes of Theatre in society<br><br>Note: For the PAT's Dramatic Item two, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994 |                                     |                                     |  |              |
|   | 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   |  |                                     |                                     | Flowless, No errors, Create, Invent                                  | A++ 95%-100% |
|   |   | 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     | B 70% - 79%  |
|   |   | 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 skilfully, 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%  |
|   |   | 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% - 29%  |
|   |   | MEMORISING                          | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | List, Name, Remember, Identify   | 0%-29%   |   |                                   |  |  |                                     |                                     |  | G 10 - 19%   |
| H 0 - 9%  |   |                                     |  |  |  |   |                                   |  |  |                                     |                                     |  |              |
| Requisite Pre-Knowledge   | Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |                                     |  |  |  |   |                                   |  |  |                                     |                                     |  |              |
| Resources (other than textbook) to ensure effective learning, teaching and assessment | 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<br>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<br>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.<br>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. |                                     |  |  |  |   |                                   |  |  |                                     |                                     |  |              |
| 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 (Formal Internal Assessment)                                  | TASK 2<br>Performance Assessment Task (PAT) 2<br>• Written Section: Research/Essay (25 marks)<br>• Performance Section: Dramatic Item 2 (25 marks)<br><br>TASK 3<br>No June Examination or Control Test: Written<br><br>TASK 4<br>No June Examination or Control Test: Performance  |                                     |  |  |  | All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guidelines<br>3. Examination Guidelines |                                   |  |  |                                     |                                     |  |              |



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 12. Term 3

| Term 3<br>52 days   | Week 1<br>13 - 16 April<br>(4 days)  | Week 2<br>19 - 23 April<br>(5 days)   | Week 3<br>28 -30 April<br>(3 days)   | Week 4<br>2 - 6 August<br>(5 days)   | Week 5<br>10 - 13 August<br>(4 days)                            | Week 6<br>16 - 20 August<br>(5 days) | Week 7<br>23 -27 August<br>(5 days)     | Week 8<br>30 Aug – 3 Sept<br>(4 Days)  | Week 9<br>6 -10 Sept<br>(5 days)  | Week 10<br>13-17 Sept<br>(5 days) | Week 11<br>20-23 Sept<br>(4 days) |  |  |
|---|--|---|--|--|---|--------------------------------------|---|--|---|-----------------------------------|-----------------------------------|--|--|
| Topic 7   | Prescribed Play Text 3. South African Contemporary Theatre. (Post 1994). (10 hours)  |   |  |  |   |                                      |   | REVISION   | NCS. NSC. Final Internal National Formal Paper 2. Performance Examination. (150 marks)  |                                   |                                   |  |  |
| Topic 2   | Thema/Audition/Technical Programme. (14 hours minimum)<br>**Technical: Design (costume/lighting/make up/set), Directing, Film, Stage Management.   |   |  |  |   |                                      |   |  |   |                                   |                                   |  |  |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques                    | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE   |   |  |  | DAVE'S TAXONOMY:<br>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 the taxonomies of Blooms and Dave's. It is not enough to merely teach the content. Educators must help learners to apply the content on each level of both Taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating<br/>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 7: Analyse and evaluate the Play Text.<br/>Topic 2: Create an Audition/Theme or Technical Programme</p> <p>Note: For the PAT's Dramatic Item three, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994</p> |                                   |                                   |  |  |
|   | Meta Thinking<br>Procedural 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<br>Procedural 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++ 100% - 100%<br>A+ 90% - 90%<br>A 80% - 90% |
|   |  | 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   | B 70% - 70%                                    |
|   |  | 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 perfect. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse  |   |                                   |                                   | Perform skillfully, Proficient, Becoming an expert   | C 40% - 49%                                    |
|   |  | 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 30% - 49%<br>E 20% - 29%                     |
|   |  | 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<br>Conceptual 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    |
|   | MEMORISING   | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject | Use, Name, Remember, Identify  | 0%-29%   |   |                                      |   |  |   |                                   |                                   |  |  |
| Requisite Pre-Knowledge   | Grade 10, 11 and 12 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"><li>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</li><li>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</li><li>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.</li><li>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.</li></ol> |   |  |  |   |                                      |   |  |   |                                   |                                   |  |  |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are to plan re-teaching.  |   |  |  |   |                                      |   |  |   |                                   |                                   |  |  |
| School Based Assessment (Formal Internal Assessment)                                  | <b>TASK 5</b><br>Performance Assessment Task 3. (PAT) <ul style="list-style-type: none"><li>Written Section: Research/Essay. (25 marks)</li><li>Performance Section: Dramatic Item 3. (25 marks)</li></ul> <b>TASK 7</b><br>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: <ol style="list-style-type: none"><li>Curriculum and Assessment Policy Statement</li><li>Performance Assessment Task Guideline</li><li>Examination Guidelines</li></ol> |   |                                   |                                   |  |  |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS. Grade 12. Term 4**

| Term 4<br>48 days   | Week 1<br>5 - 8 October<br>(4 days)   | Week 2<br>11 - 15 October<br>(5 days) | Week 3<br>18 - 22 October<br>(5 days)  | Week 4<br>25 - 29 October<br>(5 days)  | Week 5<br>5 - 8 October<br>(4 days)  | Week 6<br>9-13<br>(5 days)  | Week 7<br>16-20<br>(5 days) | Week 8<br>23-27<br>(5 days)  | Week 9<br>30 Dec -3 Nov<br>(5 days)   | Week 10<br>6-10 November<br>(5 days) |  |  |
|---|---|---------------------------------------|--|--|--|---|-----------------------------|--|---|--------------------------------------|--|--|
| Topic 8   | REVISION AND CONSOLIDATION<br>Grades 10, 11 and 12 content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics  |                                       |  |  | NCS. NSC. Final Internal National Formal Paper 1. Written Examination. (150 marks)   |   |                             |  |   |                                      |  |  |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques                    | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE  |                                       |  |  | DAVE'S TAXONOMY:<br>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<br/>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 8: Revision: Understand, know, analyse, apply, evaluate and create with Grades 10, 11 and 12's content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics</p> |                                      |  |  |
|   | Meta Thinking<br>Procedural Thinking<br>Conceptual Thinking<br>Factual 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<br>Procedural Thinking<br>Conceptual Thinking<br>Factual Thinking | NATURALISING                | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   |   |                                      | Flowless, No errors, Create, Invent                                  | A++ 100% - 100%<br>A+ 90% - 100%<br>A 80% - 100% |
|   |   | 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     | B 70% - 70%                                      |
|   |   | ANALYSING                             | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-70%  |   | PRECISION                   | Actions are more precise but with still some errors. Precision is not perfect, it is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                      |   |                                      | Perform skilfully, Proficient, Becoming an expert                    | C 40% - 40%                                      |
|   |   | APPLYING                              | Using ideas in new ways and applying theories to real situation  | Select, Sketch Solve, Use, Demonstrate, Organise   | 40%-50%  |   | MANIPULATING                | Actions are performed from memory and from instruction learnt  |   |                                      | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | D 40% - 40%<br>E 30% - 30%                       |
|   |   | 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%-30%  |   | 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% - 20%<br>G 10 - 10%<br>H 0 - 0%            |
|   |   | MEMORISING                            | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | List, Name, Remember, Identify   | 0%-20%   |   |                             |  |   |                                      |  |  |
| Requisite Pre-Knowledge   | Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |                                       |  |  |  |   |                             |  |   |                                      |  |  |
| Resources (other than textbook) to ensure effective learning, teaching and assessment | 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<br>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<br>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.<br>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. |                                       |  |  |  |   |                             |  |   |                                      |  |  |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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 (Formal Internal Assessment)                                  | TASK 7<br>End-of-Year Examination: Written. (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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guideline<br>3. Examination Guidelines |   |                             |  | PROMOTION REQUIREMENTS:<br>1. SBA and PAT = 25 %<br>2. Final External, NCS. End-of-Year Examination: Written<br>3. Final External, NCS. End-of-Year Examination: Performance  |                                      | 75%  |  |



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 11. Term 1

| Term 1<br>45 days   | Week 1<br>27-29 January<br>(3 days)   | Week 2<br>1-5 February<br>(5 days)   | Week 3<br>8-12 February<br>(5 days)  | Week 4<br>15-19 February<br>(5 days)   | Week 5<br>22-26 February<br>(5 days) | Week 6<br>1-5 March<br>(5 days)   | Week 7<br>8-12 March<br>(5 days)  | Week 8<br>15-19 March<br>(5 days) | Week 9<br>23-26 March<br>(4 days) | Week 10<br>29-31 March<br>(3 days) |  |  |   |
|---|---|--|--|--|--------------------------------------|---|---|-----------------------------------|-----------------------------------|------------------------------------|--|--|---|
| Topic 1   | 1. Baseline<br>assessment<br>2. Revision  | Realism in the Theatre and Konstantin Stanislavski. (18 hours)   |  |  |                                      |   |   |                                   | REVISION                          |                                    |  |  |   |
| Topic 2   |   |  |  |  |                                      |   | Play Text 1. Realism in the Theatre Text. (8 hours)   |                                   |                                   |                                    |  |  |   |
| Topic 3   |   | Voice and Body work. (10 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<br>Concepts,<br>Skills,<br>Knowledge<br>and Values                               | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE  |  |  | DAVE'S TAXONOMY:<br>PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE                              |                                      |   | Teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:<br>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating<br>Dave's: Imitating, manipulating, precision, articulation and naturalisation<br><br>Topic 1: Understand the rise of Realism in the Theatre, its conventions and impact on drama<br>Understand Stanislavski's unique contribution to theatre<br>Apply the Stanislavski system to practical work<br>Topic 2: Understand and analyse a Realism in the Theatre text and its context<br>Consider the text in performance<br>Topic 3: Understand the correct, functional and optimum use and production of the human voice<br>Develop vocal and physical skills and techniques for in-depth exploration of Characterisation<br><br>Note: For the PAT's first Dramatic Item, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre |                                   |                                   |                                    |  |  |   |
|   | Meta Thinking<br>Procedural Thinking<br>Conceptual Thinking<br>Factual 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 | 10%-100%                             | NATURALISING  |   |                                   |                                   |                                    | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   | Flowless, No errors, Create, Invent                                  | A++ 10%-100%<br>A+ 90% - 95%<br>A 80% - 90% |
|   |   | 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     | B 70% - 75%                                 |
|   |   | ANALYSING  | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-75%                              | 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 40% - 45%                                 |
|   |   | APPLYING   | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise  | 40%-55%                              | MANIPULATING  |   |                                   |                                   |                                    | Actions are performed from memory and from instruction learnt  | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | D 40% - 45%<br>E 30% - 35%                  |
|   |   | 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%-35%                              | 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% - 25%<br>G 10 - 15%<br>H 0 - 5%       |
|   |   | MEMORISING   | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | Use, Name, Remember, Identify  | 0%-25%                               |   |   |                                   |                                   |                                    |  |  |   |
| 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 | 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<br>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<br>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.<br>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 |  |  |  |                                      |   |   |                                   |                                   |                                    |  |  |   |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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 (Formal Internal Assessment)                                  | TASK 1<br>Performance Assessment Task (PAT) 1<br>• Written Section: Journal (25 marks)<br>• 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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guidelines<br>3. Examination Guidelines |   |                                   |                                   |                                    |  |  |   |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade **11.** Term 2

| Term 2<br>51 days   | Week 1<br>13 - 16 April<br>(4 days)   | Week 2<br>19 - 23 April<br>(5 days) | Week 3<br>28 -30 April<br>(3 days)   | Week 4<br>3 - 7 May<br>(5 days)  | Week 5<br>10 - 14 May<br>(5 days)                               | Week 6<br>17 -21 May<br>(5 days)   | Week 7<br>24 - 28 May<br>(5 days) | Week 8<br>31 May – 4 June<br>(5 days)  | Week 9<br>7 – 11 June<br>(5 days)   | Week 10<br>14 – 18 June<br>(4 days)               | Week 11<br>21 – 25 June<br>(5 days)  |  |
|---|---|-------------------------------------|--|--|---|--|-----------------------------------|--|---|---|--|--|
| Topic 4   | South African Theatre. (20 hours)   |                                     |  |  |   |  |                                   |  |   |   |  |  |
| Topic 5   |   |                                     |  |  |   | Play Text 2. South African Theatre. (8 hours)  |                                   |  |   |   |  |  |
| Topic 6   | Physical Theatre Performance. (16 hours)  |                                     |  |  |   |  |                                   |  |   |   |  |  |
| Topic 7   | Stylised Theatre: Either: Elizabethan Theatre or Asian Theatre or Pan African Theatre or Contemporary American Theatre or Expressionist Theatre. (16 hours)   |                                     |  |  |   |  |                                   |  |   |   |  |  |
| 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:<br>THEORETICAL LEVELS OF KNOWLEDGE  |                                     |  |  | DAVE'S TAXONOMY:<br>PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE |  |                                   |  | 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:<br>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating<br>Dave's: Imitating, manipulating, precision, articulation and naturalisation |   |  |  |
|   | Meta Thinking<br><br>Procedural Thinking<br><br>Conceptual Thinking<br><br>Factual 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<br><br>Procedural Thinking<br><br>Conceptual Thinking<br><br>Factual Thinking  | NATURALISING                      | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   | Flawless, No errors, Creative, Invent   | A++ 100% - 100%<br>A+ 100% - 100%<br>A 80% - 100% | Topic 4: Understand the hybrid nature of South African Theatre<br>Analyse the specific functions that theatre serves in society<br>Perform a workshoped scene, based on an issue of concern<br>Topic 5: Understand the communal Theatre Making process in South Africa<br>Understand and Analyse a South African Theatre Text in context<br>Topic 6: Develop movement skills using basic elements of Laban's Movement Analysis<br>Apply physical skills to a performance<br>Topic 7: Understand and analyse a Stylised form of Theatre or a Theatre movement in a particular society<br>Use Stylised performance techniques within an individual performance<br>Note: For the PAT's Dramatic Item two, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre, Physical Theatre, Stylised Theatre |  |
|   |   | 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, Reuse, Adjust, Customise, Solve   | B 70% - 75%                                       |  |  |
|   |   | ANALYSING                           | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-75%   |  | PRECISION                         | Actions are more precise but with still some errors. Precision is not perfect. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                      | Perform skillfully, Proficient, Becoming an expert  | C 40% - 45%                                       |  |  |
|   |   | APPLYING                            | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise  | 40%-55%   |  | MANIPULATING                      | Actions are performed from memory and from instruction learnt  | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present  | D 40% - 45%<br>E 30% - 35%                        |  |  |
|   |   | 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%-35%   |  | 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% - 25%<br>G 10 - 15%<br>H 0 - 5%             |  |  |
|   |   | MEMORISING                          | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | List, Name, Remember, Identify   | 0%-25%  |  |                                   |  |   |   |  |  |
| Requisite Pre-Knowledge   | Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |                                     |  |  |   |  |                                   |  |   |   |  |  |
| Resources (other than textbook) to ensure effective learning, teaching and assessment | 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<br>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<br>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.<br>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. |                                     |  |  |   |  |                                   |  |   |   |  |  |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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 (Formal Internal Assessment)                                  | TASK 2<br>Performance Assessment Task (PAT) 2<br>• Written Section: Research/Essay (25 marks)<br>• Performance Section: Dramatic Item 2 (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:<br>1. Curriculum and Assessment Policy Statement2<br>2. Performance Assessment Task Guidelines<br>3. Examination Guidelines |                                   |  |   |   |  |  |
|   | TASK 3<br>Mid-Year Control Test: Written (100 marks)  |                                     |  |  |   |  |                                   |  |   |   |  |  |
|   | TASK 4<br>Mid-Year Control Test: Performance (100 marks)  |                                     |  |  |   |  |                                   |  |   |   |  |  |



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 11. Term 3

| Term 3<br>52 days   | Week 1<br>13 - 16 April<br>(4 days)  | Week 2<br>19 - 23 April<br>(5 days) | Week 3<br>28 -30 April<br>(3 days)   | Week 4<br>2 - 6 August<br>(5 days)   | Week 5<br>10 - 13 August<br>(4 days)   | Week 6<br>16 - 20 August<br>(5 days)   | Week 7<br>23 -27 August<br>(5 days) | Week 8<br>30 – 3 Sept<br>(4 Days) | Week 9<br>6 -10 Sept<br>(5 days)  | Week 10<br>13-17 Sept<br>(5 days) | Week 11<br>20-23 Sept<br>(4 days) |
|---|--|-------------------------------------|--|--|--|--|-------------------------------------|-----------------------------------|---|-----------------------------------|-----------------------------------|
| Topic 8   | Play Text 3. Stylised Theatre. (14 hours)  |                                     |  |  |  |  |                                     |                                   |   | REVISION                          |                                   |
| Topic 9   | Director or Designer in the Theatre or Film. (6 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:<br>THEORETICAL LEVELS OF KNOWLEDGE   |                                     |  |  | DAVE'S TAXONOMY:<br>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</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 8: Understand and analyse the principles of stylisation as an artistic and theatrical choice</p> <p>Understand and analyse the text as an example of the Dramatic Movement studied in Topic 7</p> <p>Topic 9: Understand the role and function of the Director or Designer in Theatre or Film</p> <p>Note: For the PAT's Dramatic Item three, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre, Physical Theatre, Stylised Theatre</p> |                                   |                                   |
|   | Meta Thinking  | Procedural 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%   |                                     |                                   |   |                                   |                                   |
|   |  |                                     | 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%  |                                     |                                   |   |                                   |                                   |
|   |  |                                     | ANALYSING  | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-79%  |                                     |                                   |   |                                   |                                   |
|   |  |                                     | APPLYING   | Using ideas in new ways and applying theories to real situation  | Select, Sketch Solve, Use, Demonstrate, Organise   | 40%-59%  |                                     |                                   |   |                                   |                                   |
|   |  |                                     | 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%  |                                     |                                   |   |                                   |                                   |
|   |  |                                     | MEMORISING   | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | List, Name, Remember, Identify   | 0%-29%   |                                     |                                   |   |                                   |                                   |
| Factual Thinking  | Conceptual 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++ 100%-100%  |  |                                     |                                   |   |                                   |                                   |
|   |  | ARTICULATING                        | Actions are performed in a harmonious and coordinated manner   | Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve   | B 70%-79%  |  |                                     |                                   |   |                                   |                                   |
|   |  | PRECISION                           | Actions are more precise but with still some errors, fixation is not perfect, it is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                       | Perform skillfully, proficient, becoming an expert   | C 40%-49%  |  |                                     |                                   |   |                                   |                                   |
|   |  | MANIPULATING                        | Actions are performed from memory and from instructor learnt   | Implement, Demonstrate, Re-create, Repeat, Perform, Enact, Present   | D 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 10%-19%  |  |                                     |                                   |   |                                   |                                   |
|   |  |                                     |  |  | G 0-9%   |  |                                     |                                   |   |                                   |                                   |
| Requisite Pre-Knowledge   | Grade 10 and 11 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   | TASK 5<br>Performance Assessment Task 3 (PAT)<br>• Written Section: Research/Essay (25 marks)<br>• 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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guideline<br>3. Examination Guidelines |                                     |                                   |   |                                   |                                   |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade **11.** Term 4

| Term 4<br>47 days   | Week 1<br>5 - 8 October<br>(4 days)  | Week 2<br>11 - 15 October<br>(5 days) | Week 3<br>18 - 22 October<br>(5 days)  | Week 4<br>25 - 29 October<br>(5 days)  | Week 5<br>5 - 8 October<br>(4 days) | Week 6<br>9-13 October<br>(5 days) | Week 7<br>16-20 October<br>(5 days)  | Week 8<br>23-27 October<br>(5 days) | Week 9<br>30 Dec -3 Nov<br>(5 days) | Week 10<br>6-10 November<br>(5 days) |  |  |   |
|---|--|---------------------------------------|--|--|-------------------------------------|------------------------------------|--|-------------------------------------|-------------------------------------|--------------------------------------|--|--|---|
| Topic 10  | Poor Theatre. (12 hours)   |                                       |  |  |                                     |                                    |  | Topic 12 REVISION                   |                                     |                                      |  |  |   |
| Topic 11  | Preparation of Performance/Practical work. (10 hours minimum). Theme/Audition/Technical Examination programme  |                                       |  |  |                                     |                                    |  |                                     |                                     |                                      |  |  |   |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques                    | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE   |                                       |  | DAVE'S TAXONOMY:<br>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</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 10: Understand the concept of Poor Theatre<br/>Apply Poor Theatre techniques to the development of a Drama Item<br/>Understand the role of Jerzy Grotowski as a Theatre innovator<br/>Understand the relevance of Poor Theatre techniques within the South African context</p> <p>Topic 11: Integrate voice, vocal, body and movement skills<br/>Apply Theatre performance skills and techniques to three contrasting Dramatic Items</p> <p>Topic 12: Revise theoretical and performance content, concepts, skills, knowledge, values, attitudes, techniques, principles and characteristics</p> |                                     |                                     |                                      |  |  |   |
|   | Meta Thinking<br>Procedural Thinking<br>Conceptual Thinking<br>Factual 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   | Flowless, No errors, Create, Invent                                  | A++ 100%-100%<br>A+ 90% - 100%<br>A 80% - 90% |
|   |  | 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     | B 70% - 79%                                   |
|   |  | 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 perfect, it is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                      | Perform skillfully, Proficient, becoming an expert                   | C 40% - 49%                                   |
|   |  | 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 30% - 39%<br>E 20% - 29%                    |
|   |  | 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 10% - 19%<br>G 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 and 11 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.<br>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<br>End-of-Year Examination: Written. (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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guideline<br>3. Examination Guidelines |                                     |                                    | PROGRESSION AND PROMOTION REQUIREMENTS:<br>1. SBA = 40%<br>2. PAT = 20%<br>3. End-of-Year Examination: Written<br>4. End-of-Year Examination: Performance<br>} 20%   |                                     |                                     |                                      |  |  |   |
|   | TASK 7<br>End-of-Year Examination: Performance. (150 marks)  |                                       |  |  |                                     |                                    |  |                                     |                                     |                                      |  |  |   |



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 10. Term 1

| Term 1<br>45 days   | Week 1<br>27-29 January<br>(3 days)   | Week 2<br>1-5 February<br>(5 days)   | Week 3<br>8-12 February<br>(5 days)  | Week 4<br>15-19 February<br>(5 days)   | Week 5<br>22-26 February<br>(5 days)                            | Week 6<br>1-5 March<br>(5 days)                            | Week 7<br>8-12 March<br>(5 days) | Week 8<br>15-19 March<br>(5 days)  | Week 9<br>23-26 March<br>(4 days)  | Week 10<br>29-31 March<br>(3 days) |  |                 |
|---|---|--|--|--|---|--|----------------------------------|--|--|------------------------------------|--|-----------------|
| Topic 1   | 1. Baseline<br>assessment<br>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,<br>Skills,<br>Knowledge,<br>Values,<br>attitudes and<br>techniques | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE  |  |  |  | DAVE'S TAXONOMY:<br>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<br/>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</p> <p>Topic 2: Understand the origins and expressions of South Africa theatre in Cultural Performance Forms or Oral Tradition. CAPS p:13-14</p> <p>Topic 3: Identify, understand and apply elements of drama in a South African scripted Play Text. CAPS p: 14</p> <p>Topic 4: Develop performance skills in a scene from a play, Refine vocal and body performance skills. CAPS p: 15</p> <p><b>Note:</b> 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<br>Procedural 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<br>Procedural Thinking<br>Concepts + meaning | NATURALISING                     | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   |  |                                    | Flawless, No errors, Create, Invent                                  | A++ 100% - 100% |
|   |   |  | 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%   |  |                                  | Actions are performed in a harmonious and coordinated manner   |  |                                    | Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve     | A+ 90% - 100%   |
|   |   |  | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 40%-70%   |  |                                  | Actions are more precise but with still some errors. Precision is not perfect. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                      |  |                                    | Perform skilfully, proficient, becoming an expert                    | A 80% - 90%     |
|   |   |  | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise  | 40%-50%   |  |                                  | Actions are performed from memory and from instruction learnt  |  |                                    | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | B 70% - 75%     |
|   |   |  | Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance                           | Summarise, Explain, Illustrate, Give examples  | 30%-35%   |  |                                  | 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 40% - 45%     |
|   | Conceptual Thinking<br>Factual Thinking   | EVALUATING   |  |  |   | Conceptual Thinking<br>Factual Thinking                    | PRECISION                        |  |  |                                    |  | D 40% - 45%     |
|   |   |  |  |  |   |  |                                  |  |  |                                    |  | E 30% - 35%     |
|   |   |  |  |  |   |  |                                  |  |  |                                    |  | F 20% - 25%     |
|   |   |  |  |  |   |  |                                  |  |  |                                    |  | G 10 - 15%      |
|   |   |  |  |  |   |  |                                  |  | H 0 - 5%   |                                    |  |                 |
| Requisite Pre-Knowledge   | Grade 9 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |  |  |  |   |  |                                  |  |  |                                    |  |                 |
|   | 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   |  |  |  |   |  |                                  |  |  |                                    |  |                 |
|   | 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         |  |  |  |   |  |                                  |  |  |                                    |  |                 |
|   | 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.   |  |  |  |   |  |                                  |  |  |                                    |  |                 |
|   | 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.  |  |  |  |   |  |                                  |  |  |                                    |  |                 |
|   | 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 1 Performance Assessment Task (PAT) 1 <ul style="list-style-type: none"><li>Written Section: Journal (25 marks)</li><li>Performance Section: Dramatic Item 1 (25 marks)</li></ul> All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ul style="list-style-type: none"><li>Curriculum and Assessment Policy Statement</li><li>Performance Assessment Task Guidelines</li><li>Examination Guidelines</li></ul> |  |  |  |   |  |                                  |  |  |                                    |  |                 |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade **10.** Term 2

| Term 2<br>46 days   | Week 1<br>13 - 16 April<br>(4 days)   | Week 2<br>19 - 23 April<br>(5 days)   | Week 3<br>28 -30 April<br>(3 days)   | Week 4<br>3 - 7 May<br>(5 days)  | Week 5<br>10 - 14 May<br>(5 days)                               | Week 6<br>17 -21 May<br>(5 days)  | Week 7<br>24 - 28 May<br>(5 days) | Week 8<br>31 May – 4 June<br>(5 days)   | Week 9<br>7 – 11 June<br>(5 days) | Week 10<br>14 – 18 June<br>(4 days) |  |  |  |
|---|---|---|--|--|---|---|-----------------------------------|---|-----------------------------------|-------------------------------------|--|--|--|
| Topic 5   | Origins of Western Theatre and Greek Theatre. (12 hours)  |   |  |  |   |   |                                   |   | REVISION                          |                                     |  |  |  |
| Topic 6   |   |   |  |  | Play Text 2. Greek Theatre                                      |   |                                   |   |                                   |                                     |  |  |  |
| 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:<br>THEORETICAL LEVELS OF KNOWLEDGE  |   |  |  | DAVE'S TAXONOMY:<br>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<br/>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 5: Understand the origins of Western drama and theatre in a ritual<br/>Understand the basic elements of Greek Theatre<br/>Develop vocal and physical skills<br/>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:<br/>African Drama Forms or Oral Tradition or South African</p> |                                   |                                     |  |  |  |
|   | Meta Thinking<br>Procedural Thinking<br>Conceptual Thinking<br>Factual 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<br>Procedural Thinking<br>Conceptual Thinking<br>Factual Thinking   | NATURALISING                      |   |                                   |                                     | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   | Flawless, No errors, Creative, Invent                                | A++ 100%-100%<br>A+ 100% - 100%<br>A 100% - 100% |
|   |   | 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, Modify, Revise, Adjust, Customise, Solve             | B 70% - 75%                                      |
|   |   | ANALYSING   | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify                              | 60%-75%   |   | PRECISION                         |   |                                   |                                     | Actions are more precise but with still some errors. Precision is not perfect. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse                                      | Perform skilfully, Proficient, Becoming an expert                    | C 40% - 45%                                      |
|   |   | APPLYING  | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise  | 40%-55%   |   | MANIPULATING                      |   |                                   |                                     | Actions are performed from memory and from instruction learnt  | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | D 40% - 45%<br>E 30% - 35%                       |
|   |   | 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%-35%   |   | 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% - 25%<br>G 10 - 15%<br>H 0 - 1%            |
|   | MEMORISING  | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject | List, Name, Remember, Identify   | 0%-25%   |   |   |                                   |   |                                   |                                     |  |  |  |
| Requisite Pre-Knowledge   | Grade 10 <u>Theoretical</u> and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics   |   |  |  |   |   |                                   |   |                                   |                                     |  |  |  |
| Resources (other than textbook) to ensure effective learning, teaching and assessment | 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<br>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<br>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.<br>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. |   |  |  |   |   |                                   |   |                                   |                                     |  |  |  |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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<br>Performance Assessment Task (PAT) 2<br>• Written Section: Research/Essay (25 marks)<br>• Performance Section: Dramatic Item 2 (25 marks)<br><br>TASK 3<br>Mid-Year Control Test: Written (100 marks)<br><br>TASK 4<br>Mid-Year Control Test: Performance (100 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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guidelines<br>3. Examination Guidelines |                                   |   |                                   |                                     |  |  |  |



# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 10. Term 3

| Term 3<br>46 days   | Week 1<br>13 - 16 April<br>(4 days)   | Week 2<br>19 - 23 April<br>(5 days)                | Week 3<br>28 -30 April<br>(3 days)   | Week 4<br>2 - 6 August<br>(5 days)   | Week 5<br>10 - 13 August<br>(4 days)  | Week 6<br>16 - 20 August<br>(5 days)   | Week 7<br>23 -27 August<br>(5 days) | Week 8<br>30 Aug – 3 Sept<br>(4 Days)  | Week 9<br>6 -10 Sept<br>(5 days)   | Week 10<br>13-17 Sept<br>(5 days) | Week 11<br>20-23 Sept<br>(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:<br>THEORETICAL LEVELS OF KNOWLEDGE  |  |  |  | DAVE'S TAXONOMY:<br>PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE                   |  |                                     |  | 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:<br>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating<br>Dave's: Imitating, manipulating, precision, articulation and naturalisation<br><br>Topic 7: Understand and apply the use of the body for communication<br>Understand and apply the use of drama and theatre forms and styles to convey non-verbal communication<br>Topic 8: Apply and analyse continuous development of vocal skills<br>Apply skills to interpret an individual text<br>Topic 9: Apply, analyse and evaluate either Medieval Theatre or Commedia Dell Arte or Indian Theatre<br>Topic 10: Understand, apply and evaluate conventions of Medieval Theatre or Commedia Dell Arte or Indian Theatre<br>Topic 11: Understand and apply the workshop (play building) process in the South African context<br>Workshop and create a short play<br>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 |                                   |                                   |  |  |
|   | 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++ 100% - 100%<br>A+ 90% - 90%<br>A 80% - 80% |
|   | 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% - 70%                                    |
|   | 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%   | 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 40% - 40%                                    |
|   |   | 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% - 40%<br>E 30% - 30%                     |
|   |   | 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%   |  |                                     |  |  |                                   |                                   |  | F 20 % - 20%<br>G 10 - 10%                     |
|   |   | MEMORISING   | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | Use, Name, Remember, Identify  | 0%-29%  |  | 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                          | H 0 - 0%                                       |
| 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 | 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<br>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<br>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.<br>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. |  |  |  |   |  |                                     |  |  |                                   |                                   |  |  |
| Informal Assessment   | Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices.<br>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<br>Performance Assessment Task 3 (PAT)<br>• Written Section: Research/Essay (25 marks)<br>• 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:<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guideline<br>3. Examination Guidelines |                                     |  |  |                                   |                                   |  |  |

# 2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS.** Grade 10. Term 4

| Term 4<br>47 days   | Week 1<br>5 - 8 October<br>(4 days)   | Week 2<br>11 - 15 October<br>(5 days) | Week 3<br>18 - 22 October<br>(5 days)  | Week 4<br>25 - 29 October<br>(5 days)   | Week 5<br>5 - 8 October<br>(4 days) | Week 6<br>9-13 October<br>(5 days) | Week 7<br>16-20 October<br>(5 days)  | Week 8<br>23-27 October<br>(5 days) | Week 9<br>30 Dec -3 Nov<br>(5 days) | Week 10<br>6-10 November<br>(5 days) |  |              |  |  |  |
|---|---|---------------------------------------|--|---|-------------------------------------|------------------------------------|--|-------------------------------------|-------------------------------------|--------------------------------------|--|--------------|--|--|--|
| Topic 12  |   |                                       | Staging conventions or Film conventions. (10 hours)  |   |                                     |                                    |  |                                     | Topic 14<br>REVISION                |                                      |  |              |  |  |  |
| Topic 13  | Preparation of Performance/Practical work. (12 hours minimum). Thema/Audition/Technical Examination programme   |                                       |  |   |                                     |                                    |  |                                     |                                     |                                      |  |              |  |  |  |
| Topic 14  |   |                                       |  |   |                                     |                                    |  |                                     |                                     |                                      |  |              |  |  |  |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques                    | BLOOM'S TAXONOMY:<br>THEORETICAL LEVELS OF KNOWLEDGE  |                                       |  | DAVE'S TAXONOMY:<br>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</p> <p>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<br/>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.<br/>(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<br/>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%                            | Meta Thinking                      |  |                                     |                                     |                                      |  | NATURALISING | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature   | Flowless, No errors, Creative, Invent                                | A++ 100%-100%<br>A+ 100% - 100%<br>A 100% - 100% |
|   |   | 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     | B 70% - 70%                                      |
|   | Procedural Thinking   | ANALYSING                             | Examining the research on theories, linking evidence, and seeing relationships between parts or something  | Compare, Differentiate, Select, Point out, Categorise, Classify   | 40%-70%                             | Procedural 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 100% - 100%                                    |
|   |   | APPLYING                              | Using ideas in new ways and applying theories to real situation  | Select, Sketch, Solve, Use, Demonstrate, Organise   | 40%-50%                             |                                    |  |                                     |                                     |                                      |  | MANIPULATING | Actions are performed from memory and from instruction learnt  | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | D 40% - 40%<br>E 100% - 100%                     |
|   | Conceptual 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%-30%                             | Conceptual 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 10% - 10%<br>G 10% - 10%<br>H 0% - 0%          |
|   |   | MEMORISING                            | Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject                      | List, Name, Remember, Identify  | 0%-20%                              |                                    |  |                                     |                                     |                                      |  |              |  |  |  |
| 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 | 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<br>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<br>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.<br>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. |                                       |  |   |                                     |                                    |  |                                     |                                     |                                      |  |              |  |  |  |
| 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<br>End-of-Year Examination: Written. (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<br>1. Curriculum and Assessment Policy Statement<br>2. Performance Assessment Task Guideline<br>3. Examination Guidelines |                                     |                                    | PROGRESSION AND PROMOTION REQUIREMENTS:<br>1. SBA = 60%<br>2. PAT = 20%<br>3. End-of-Year Examination: Written<br>4. End-of-Year Examination: Performance  |                                     |                                     |                                      |  |              |  |  |  |
|   | TASK 7<br>End-of-Year Examination: Performance. (150 marks)   |                                       |  |   |                                     |                                    | 20%  |                                     |                                     |                                      |  |              |  |  |  |



# Assessment of Written work Grades 10,11 and 12

## 1. Performance Assessment Tasks: Written Sections

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Set an Assessment Task brief for each the three Performance Assessment Tasks.

Scaffold the instructions based on the six levels of Blooms Taxonomy

Use the following to ensure national standardisation and grade specific standards

1. Standardisation checklist: Journal
2. Rubric: Journal
3. Standardisation checklist: Research
4. Rubric: Research
5. Standardisation Checklist: Essay
6. Rubric: Essay

## 2. June Control Test: Written (No June Examination or Test written for Grade 12)

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Set a Question Paper (the format based on the Grade 12 QP)

Set a Memorandum

Scaffold the questions based on the six levels of Blooms Taxonomy

Create a Content Framework and Assessment Grid

## 3. End-of-the-Year Examination (Grade 10 and 11) or a Preliminary Examination (Grade 12): Written

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Set a Question Paper (the format based on the Grade 12 QP)

Set a Memorandum

Scaffold the questions based on the six levels of Blooms Taxonomy

Create a Content Framework and Assessment Grid

# Assessment of Performance(Practical) work

Grades 10,11 and 12

## 1. Performance Assessment Tasks: Dramatic Item 1

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Performance Programme: Set an Assessment Task brief for each the three Dramatic Items or

Technical programme: Set an Assessment Task brief for each of the production phases (pre-production, production, post production) for the Technical Theatre options: Design, Directing, Film making, Stage Management, Directing

Scaffold the instructions based on the five levels of Dave's Taxonomy

Facilitate and teach Dave's Taxonomy's use and implementation with the learners

Use the following to ensure national standardisation and grade specific standards are adhered to

Prose Rubric / Monologue Rubric / Dramatised prose Rubric Physical Theatre / Movement Rubric / Poetry Rubric or  
Directing Rubric / Film Making Rubric / Design Rubric / Stage Management Rubric

## 2. June Control Test: Performance:

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Examine Dramatic Items ONE + TWO for the Theme or Audition programmes

Examine Pre production and Production evidence for the Technical Theatre options: Design, Directing, Film making, Stage Management, Directing

Facilitate and teach Dave's Taxonomy's use and implementation with the learners

Use the following to ensure national standardisation and grade specific standards are adhered to

Prose Rubric / Monologue Rubric / Dramatised prose Rubric Physical Theatre / Movement Rubric / Poetry Rubric or  
Directing Rubric / Film Making Rubric / Design Rubric / Stage Management Rubric

## 3. End-of-the-Year Examination (grade 10 and 11) or a Preliminary Examination (grade12): Performance

Ensure teaching, learning and assessment practices are implemented to transfer the Topics; contexts, content, skills, values, attitudes, techniques, elements, principles and characteristics

Examine Dramatic Items ONE + TWO + THREE for the Theme or Audition programmes

Examine Pre production, Production and Post production evidence for the Technical Theatre options: Design, Directing, Film making, Stage Management, Directing

Facilitate and teach Dave's Taxonomy's use and implementation with the learners

Use the following to ensure national standardisation and grade specific standards are adhered to

Prose Rubric / Monologue Rubric / Dramatised prose Rubric Physical Theatre / Movement Rubric / Poetry Rubric or  
Directing Rubric / Film Making Rubric / Design Rubric / Stage Management Rubric

# School Based Assessment (SBA)

|  | GRADE 10 ↓   | GRADE 11 ↓   | GRADE 12 ↓   |
|--|--|--|--|
| <b>Term 1<br/>SBA</b>                            | <b>TASK 1</b><br>Performance Assessment Task. PAT 1 <ul style="list-style-type: none"> <li>Written Section: Journal (25 marks)</li> <li>Performance Section: Dramatic Item 1 (25 marks)</li> </ul>   | <b>TASK 1</b><br>Performance Assessment Task. PAT 1 <ul style="list-style-type: none"> <li>Written Section: Journal (25 marks)</li> <li>Performance Section: Dramatic Item 1 (25 marks)</li> </ul>   | <b>TASK 1</b><br>Performance Assessment Task. PAT 1 <ul style="list-style-type: none"> <li>Written Section: Journal (25 marks)</li> <li>Performance Section: Dramatic Item 1 (25 marks)</li> </ul>   |
| <b>Term 2<br/>SBA</b>                            | <p style="text-align: center;"><b>No June examination</b></p> <b>TASK 2</b><br>Performance Assessment Task. PAT 2 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 2 (25 marks)</li> </ul> <b>TASK 3</b><br>Control Test: Written (100 marks)<br><br><b>TASK 4</b><br>Control Test: Performance (100 marks) | <p style="text-align: center;"><b>No June examination</b></p> <b>TASK 2</b><br>Performance Assessment Task. PAT 2 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 2 (25 marks)</li> </ul> <b>TASK 3</b><br>Control Test: Written (100 marks)<br><br><b>TASK 4</b><br>Control Test: Performance (100 marks) | <p style="text-align: center;"><b>No June examination</b></p> <b>TASK 2</b><br>Performance Assessment Task. PAT 2 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 2 (25 marks)</li> </ul> <b>TASK 3</b><br>NO June Examination or Control Test: Written<br><br><b>TASK 4</b><br>No June Examination or Control Test: Performance |
| <b>Term 3<br/>SBA</b>                            | <b>TASK 5</b><br>Performance Assessment Task. PAT 3 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 3 (25 marks)</li> </ul>  | <b>TASK 5</b><br>Performance Assessment Task. PAT 3 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 3 (25 marks)</li> </ul>  | <b>TASK 5</b><br>Performance Assessment Task. PAT 3 <ul style="list-style-type: none"> <li>Written Section: Essay/Research (25 marks)</li> <li>Performance Section: Dramatic Item 3 (25 marks)</li> </ul><br><br><b>TASK 6</b><br>Preliminary Examination: Written (150)<br><br><b>TASK 7</b><br>Preliminary Examination: Performance (150)  |
| <b>Term 4<br/>SBA</b><br>Promotion & Progression | <p style="text-align: center;"><b>End of Year Exam</b></p> <b>TASK 6</b><br>End-of-Year Examination: Written (150)<br><br><b>TASK 7</b><br>End-of-Year Examination: Performance (150)  | <p style="text-align: center;"><b>End of Year Exam</b></p> <b>TASK 6</b><br>End-of-Year Examination: Written (150)<br><br><b>TASK 7</b><br>End-of-Year Examination: Performance (150)  |  |



# CONVERSIONS AND WEIGHTING OF THE NCS ASSESSMENT COMPONENTS

| TASK | GRADE 10 & 11  | CONVERSION   | COMPONENT        | NCS WEIGHTING | NCS FINAL MARK |
|------|--|--|------------------|---------------|----------------|
| 1    | PAT 1<br>Written Section: Journal: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks        | 25+25+25+25+25+25=150 / 1.5 = 100 converted to = 25% | PAT              | 20%           | 100%           |
| 2    | PAT 2<br>Written Section: Essay/Research: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks |  |                  |               |                |
| 5    | PAT 3<br>Written Section: Essay/Research: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks |  |                  |               |                |
| 3    | SBA<br>June Control Test (Written): 100 marks  | 100+100=200/2= 100 converted to 60%                  | SBA              | 60%           |                |
| 4    | SBA<br>June Control Test (Performance): 100 marks  |  |                  |               |                |
| 6    | End-of-Year Performance Examination: 150 marks   | 150/1.5= 100 converted to 22%                        | PERFORMANCE EXAM | 20%           |                |
| 7    | End-of-Year Written Examination: 150 marks   |  | WRITTEN EXAM     |               |                |



# CONVERSIONS AND WEIGHTING OF THE NCS ASSESSMENT COMPONENTS

| TASKS | GRADE 12   | CONVERSION                       | COMPONENT AND REPORTING |      | NCS FINAL MARK |  |
|-------|--|----------------------------------|-------------------------|------|----------------|--|
| 1     | PAT 1<br>Written Section: Journal: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks        | 25+25+25+25+25+25=150 / 1.5 =100 | PAT                     | 25%  | 100%           |  |
| 2     | PAT 2<br>Written Section: Essay/Research: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks |                                  |                         |      |                |  |
| 5     | PAT 3<br>Written Section: Essay/Research: 25 marks<br>Performance Section: Dramatic Item 1: 25 Marks |                                  |                         |      |                |  |
| 3     | SBA<br>June Control Test (Written): 100 marks  | 100+100=200/2=100                | SBA                     |      |                |  |
| 4     | SBA<br>June Control Test (Performance): 100 marks  |                                  |                         |      |                |  |
| 6     | Preliminary Performance Examination: 150 marks   | 150/1.5=100                      | PERFORMANC<br>E EXAM    | 75 % |                |  |
| 7     | Preliminary Written Examination: 150 marks   |                                  | WRITTEN<br>EXAM         |      |                |  |



# 10.– Grade 12

## Critical Focus Areas

It is important that you study the following documents:

- Curriculum and Assessment Policy Statement (CAPS) Grades 10,11 and 12
- CAPS. Amended Grade 12; Section 4 (Assessment) (that replace Section four in the CAPS document)
- Dramatic Arts: Performance and Assessment Tasks (PATs) Guidelines, 2021
- Dramatic Arts: Examination Guidelines 2021 - 2023



# Some ideas on how to approach the Performance Topics

## CREATIVITY

Embedded in the Dramatic Arts CAPS is the **competency skill of creativity. Creating innovative, unique, new and individual interpretations in Performances.**

Create a safe space for learners to explore in an uninhibited manner and learn from mistakes. This methodology will encourage creative and critical thinking, problem solving and intuitive application of skills, knowledge, techniques, concepts, content, attitudes as well as values in Dramatic Arts. Encourage counter intuitive view points and opinions.

# DRAMATIC ARTS

Great drama is great questions,  
or it nothing but technique.  
I cannot imagine a theatre worth  
my time that did not want to  
change the world.

Arthur Miller



# Contact Details

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