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

#### **DRAMATIC ARTS**



## **Presentation Outline**

- 1. Three Year Recovery Plan
- 2. 2021 Recovery ATPs Grade R-12
  Curriculum and Assessment Requirements
- 3. Curriculum Recovery Strategies
- 4. Dramatic Arts
- 5. The 2021 Annual Teaching Plan (ATP)
- 6. Summary: Content/Topics
- 7. School Based Assessment (SBA)
- 8. Summary: Revision Final Examination Structure
- 9. Summary: Performance Assessment Task (PAT)
- 10. Dramatic Arts- Grade 12: Critical Focus Areas
- 11. Conclusion





## 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
Tidowa a d ATDa	Term 1-4 Core Content and Skills	Term 1-4 Core Content and Skills	Term 1-4 Core Content and Skills	Examination
Trimmed ATPs Circular S2 & S3 (Core Concepts and Skills	_	and Learning Losses of 2020 (Revision)	per Term;	Guidelines
(Grade R-11)		Phase All subjects to be implemented nase Subjects implemented in 2021 ATPs		Core Content and Skills
		CAPS from Grade R-11 (Circular S5 of 2 aching and learning (Assessment For Le	•	
Term 1 SBA	100% CASS	SBA Abridged Section 4 of CAPS from Grade R-11 (Circular S5 of 2019)	SBA Abridged Section 4 of CAPS from Grade R-11 (Circular S5 of 2019)	SBA Abridged Section 4 of CAPS from Grade 12 (Circular pending)
Term 2 SBA	100% CASS	SBA Controlled Test	SBA Controlled Test	SBA: No June examination
Term 3 SBA	100% CASS	SBA	SBA	2021 SBA: Preliminary Exam
Term 4 SBA Promotion & Progression	100% CASS	SBA End of Year Exam	SBA End of Year Exam	2021 NSC Exam

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## 3. Curriculum Recovery Strategies

Strategies	2020		2021	2022	2023
Curriculum Interventions	<ul> <li>Grade R-11         Trimming Reorganisation 12;     </li> <li>Accelerated programmes</li> <li>Fundamentals</li> </ul>	Curriculum and not grade learning	<ul> <li>elements to:</li> <li>Align to amended 2021 School Calendar</li> <li>Consolidate and/or revise the 2020 work especially in term</li> </ul>	<ul> <li>elements to:</li> <li>Establish pre-knowledge</li> <li>Identify and Recover learning losses</li> <li>Entrench assessment for learning as a pedagogical approach</li> </ul>	<ul> <li>elements to:</li> <li>Establish pre-knowledge</li> <li>Identify and Recover learning losses</li> <li>Entrench assessment for</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
Topic 1: Introduction to Dramatic Arts	Topic 1: Realism and Constantin Stanislavski	Topic 1: 20 <sup>th</sup> Century 'isms'
Topic 2: South African Theatre: Cultural	Topic 2: Play Text 1: Realism in the Theatre	Topic 2: Performance Examination:
Performance Forms or Oral Tradition	Topic 3: Voice and body work	1. Theme or
Topic 3: Play Text 1.	Topic 4: South African Theatre	2. Audition or
South African Theatre	Topic 5:" Play Text 2: South African Theatre	3. Technical Theatre Programme
Topic 4: Scene Study	Topic 6: Physical Theatre	Topic 3. 20 <sup>th</sup> - century Theatre Movements.
Topic 5: Origins of Western Theatre and Greek	Topic 7: Stylised Theatre	1. Theatre of the Absurd or
Theatre	Topic 8: Play Text 3: Stylised Theatre	2. Epic Theatre or
Topic 6. Play Text 2.	Topic 9: The Director/Designer in Theatre and/or	3. Post-modern Theatre
Greek Theatre	Film	Topic 4. Prescribed Play Text: 1.
Topic 7: Non-verbal communication	Topic 10: Poor Theatre	20 <sup>th</sup> - century Theatre Movements.
Topic 8: Text Interpretation	Topic 11: Preparation of Practical work	1. Theatre of the Absurd or
Topic 9:		2. Epic Theatre or
1. Medieval Theatre or		3. Post-modern Theatre
2. Commedia dell 'Arte or		Topic 5. Prescribed Play Text: 2.
3. Indian Theatre		South African Theatre (1960 - 1994)
Topic 10: Play Text 3.		<b>Topic 6. South African Contemporary Theatre</b>
1. Medieval Theatre or		Topic 7. Prescribed Play Text: 3
2. Commedia dell 'Arte or		South African Contemporary Theatre (post
3. Indian Theatre		-1994)
Topic 11. South African Theatre:		
Introduction to Workshop Theatre		
Topic 12: Staging and/or Film Conventions		
Topic 13: Group Performance		





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

									_						
Term 1	Week 1 27-29 Jan	1387	Week 2 1-5 February	Week 3 8-12 Febru		_	ek 4 19 February	Week 5 22-26 February		ek 6 Marc		Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March	Week 10 29-31 March
45 days	(3 days)	uary	(5 days)	(5 days)	uary	_	laya)	(5 days)		marc lays)		(5 days)	(5 days)	(4 days)	(3 days)
Topic 1	1. Basel		20th Century 'isms'.	(6 hours)											
Topic 2		ament	Individual Theme/Ar	udition/Techni	ical prog	ramme (I	Directing/Film	n making/Stage Manage	ment) (10 h	ours	+7 hou	rs minimum after school)		•	REVISION
Topic 3	2. Revis					Theatr	e of the Abau	ırd OR Epic Theatre OR	Post-Mode	rn Th	eatre. (	10 Hours)			REVISION
Topic 4	Consc	olidation		Prescribe	d Play Te	ext 1. 20	Century The	eatre Movementa: Eithe	r: Theatre o	r the	Absurd	or Epic Theatre or Post-Mode	rn Theatre. (10 hours)		1
		TAXONOMY	r: .s of knowledge				S TAXONOM FICAL AND T	Y: ECHNIQUE LEVELS OF	KNOWLED	GE		The South African CAPS Cum the subject knowledge they lea	am. To develop thinking	citizens, teach, learn and	assess on every level of
	Phinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Credie, Design, Develop, Find out, Formulate, Make-up, Hypothesise, Flan, Formulate, Fraduce	90%-100%	Phinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Rowless, No errors, Create, Invent	A=	10%-100% 10%-16% 80%-10%	both the taxonomies of Bloom must help learners to apply the content is the theoretical or pro Bloom's: Remembering, under	e content on each level o actical.	of both Taxonomies, depe	nding on whether the
	Meta al Thinking	EVALUATING	Judging the value of research or content, based on orderia or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	content, based on orderia or plandards, companing ideas and identifying the shength and weatherses of scholarly work.  ARTICULATING Actions are performed in a harmonious and coordinated morner between the shearly work.  Topic 1: Understand the background and context of modern drama Evaluate how social, historical, political and economic contexts, and ever as warrs informs the street.										vents such	
Core   Concepts, Skills,	Procedur	ANALISING		Actions are more precise but with still some errors. Recision is not perfection its to be clear. Select. Selec											
Knowledge and Values	priceptual	APPLYING	Using ideas in new ways and applying theories to real situation  Describing what knowledge	ord Select Sketch Solve, Use, Demonstrate, Organise MANIPULATING Actions are performed from memory and born instruction learnst.  Select Sketch cuper										nventions of this Dramatic the Dramatic Movement	
	i i i	UNDERSTANDIN	means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Exploin, Bustrate, Give examples	30%-39%			The learner is learning or has learn to watch and cook instructions and	Perform, Execute, Present Repect, Duplicate.	,	80% - 89% 20 % - 39%	Note: For the PAT's Drama		onologue/poem/prose/dra	
	1	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, fechniques, characteristics and principles in	Gif, Nome, Remember, Identify	0%-29%		IMITATING	actions. Actions consist of concepts, content, values, attitudes, skills, fechniques, characteristics and	Reproduce, Imitate, Copy	G H	10-19% 0-9%	following genres: Afri Medieval Theatre, In	ican Drama, Forms, Gre dian Theatre, South Afri	ek Theatre, Commedia d can, Realism in the Theal sionist Theatre, Pan Africa	ell Arte, re,
			your subject					principles in the subject					African Theatre Pre- 19 1 Theatre, South African	94, Theatre of the Absurd Theatre Post 1994	, Epic
Requisite Pre Knowledge	Grade 10 a	and 11 Theor	etical and Practical Co	ncepts, Skills, (	Content, V	/alues, A	ttitudes, Tech	niques, Principles, Chara	cteristics			-	-		
Resources	1. Currio	ulum Cove		ek, for a 5-day	cycle pe	r week, t	achers MUS1	T teach a minimum of 2 h	ours of Pra	ctical	CK5V	+ a minimum of 2 hours of Theo	ory CK5V + 1 hour mini	imum of rehearsals	
(other than			after achool									ecialised subject with difficult the			
textbook) to ensure	2. 1555	or quamica.	The Creative Arts	teacher or a to	eacher 'in	terested'	in Drama will	not be qualified to prepa	re learners f	or the	rigour o	f subject content. The subject is	not equivalent to the		
effective	3. Venue	and Equipr										emic and theoretical concepts , DVDs of Play Texts, Play Texts			
learning, teaching and			learner journal. N	Note the subject	t does No	oT requir	e lighting equi	pment, costumes and ma	ike up. The	perfor	mances	are in standard black track suit	pants and t-shirts.		
assessment	4. Acade	amic excursi						udget in the schoors No: Irofessional Theatre.	ms and Sta	ndar	us 101 01	ne ticket per learner, and arrange	e une attendance of		
Informal								inuous assessment prac							
Assessment School Base	1	must also pe	ruse the Learner work	cooks and the l	Learner J	ournais a	nd determine	where the Curriculum ga				hing is required. hat, how, when and to which ext	end and level to set assu	essment / examinations :	are stimulated in the
Assessment	TASK 1	nce Aggegan	nent Task (PAT) 1						folio	nving	subject	documents:		SEE THE REPORT OF THE PARTY OF	
(Formal	<ul> <li>Writte</li> </ul>	n Section: Jo	urnal (25 marks)									nd Assessment Policy Statemen Assessment Task Guidelines	t.		
Assessment	• Perfor	mance Section	on: Dramatic Item 1 (25	marks)					3.			Guidelines			

*						,										
Term 2	Week 13 - 16		Week 2 19 - 23 April	Week 3 28 -30 April		99K 4 7 May		eek 5 14 May		ek 6 I May	Week 7 24 - 28 Ma		Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
51 days	(4 da)		(5 days)	(3 days)		daya)		dava)	(5 d		(5 days)	-	(5 days)	(5 days)	(4 days)	(5 days)
Topic 5	Prescribe	d Play Text.		eatre. (1960 – 1994).											` 1	, ,
Topic 2	Thema/Au	dition/Techn	ical Programme.	(16 hours minimun	n) **Techr	nical: Desi	ign (costun	ne/lighting/m	ake up/se	t), Directing	g, Film, Stage	e Manage	ement.		REVISION	REVISION
Topic 6							South A	African Conte	mporary	Theatre, Po	et 1994). (8 h	nours)				
	BLOOM'S TA		KNOWLEDGE		•		AXONOMY:	HNIQUE LEVEL	C OF KNO	MI EDGE					te learners that can thi	
Core	Meta Thinking	CREATING EVALUATING	Synthesize ideas from diffusiones or materials to an new perspectives or a new average and a support of average and a support of average and a support of size of the strengths or weaknesses of scholarly weaknesses of scholarly.	person, find out, formulate, Make up, Mypothesise, Pian, formulate, Produce and or or or your and or	90%-100% 80%-10%	Meta Thinking Ning	NATURALISING ARTICULATING	A high level of credit innovative performa with actions become and second nature Actions are performs harmonious and coo	ive and noe is achieved ing integrated and in a valuated manner	Flowless, No errors, Credie, Invest! Adapt, Combine, Master, Modity, Revise, Adjut, Customise, Solve	A++ 16%-100% A- 90%-16% A 60%-16% B 76%-21%	and assemerely b of both 1 Bloom's Dave's:	ess on every level of each the content. Ed Taxonomies, depend a: Remembering, uni Imitating, manipulat : Analyse and evalua	tooth the taxonomies lucators must help lei ing on whether the o derstanding, applying ing, precision, articulate the South African		s. It is not enough to stent on each level I or practical. I and creating
Concepts, Skills, Knowledge, Values,	ANALISING    Loamining the research on theories, linking evidence, and the policy of control of the policy of the															
attitudes and techniques	APPLYING Using ideas in new ways and applying theories to real shortion (applying theories to real shortion)  APPLYING Using ideas in new ways and applying theories to real shortion (applying theories to real shortion)  Because the property in the proper											in South Africa				
	Factual Think	MEMORISING	ideas and their trends and significance. Remembering the concep- content, knowledge, skills values, atthictes, techniques, atthictes and princi- your subject.	ph. Ust. Nome.	0%-29%	Factual Think	IMITATING	The learner is learning watch and copy lists actions. Actions concenterly, values, affilt techniques, character principles in the subject.	ructions and sid of concepts, udes, skills, eristics and		F 20 % - 34% G 10 - 11% H 0 - 1%	NOCE.	prose/praise poem following genres: A Medieval Theatre, I Elizabethan Theatr	storytelling/mime/ph/ frican Drama, Forms Indian Theatre, South e, Asian Theatre, Ex/	ysical theatre etc. in eit , Greek Theatre, Comr ı African, Realism in th pressionist Theatre, Pa - 1994, Theatre of the	ther one of the media dell Arte, le Theatre, an African Theatre,
															rican Theatre Post 199	
Requisite Pre- Knowledge	Grade 10,	11 and 12 Th	eoretical and Prac	tical Concepts, Skills	, Content,	Values, A	ittitudes, Te	chniques, Prir	nciples, Cl	naracteristics	3					
Resources (other than textbook) to ensure effective learning, teaching and assessment	Teache     Venue     Acaden	er qualification and Equipme mic excursion	after achool  Teachers who te The Creative Arts School concert, I  out: Dedicated Dram learner journal, N  The Principal, C al learners of a li	eek, for a 5-day cycle p ach this subject must he steacher or a teacher of this a subject with his atic Arts rehearsal rook too the subject does he incuit Manager and tea ive Professional Thesite the learners in diagn	nave a mini interested' gh levela d m/double c NOT requir cher of the atre Perfor	mum of a th in Drama w if drama ak lassroom w e lighting ed school mus mance at a	hree-year Ba vill not be qui kills and tecl ith wooden f quipment, co st budget in t a Profession	achelor's degr alified to prepa hniques as we loor, 4 wooden stumes and ma he school's No lal Theatre.	ree in Dran re learners all as high Cubic's, 4 ake up. The rms and S	na. This is a s for the rigour levels of aca flats, Textbook performance	specialised subj of subject conf idemic and the ok, DVDs of Pla es are in standa	eject with di Itent. The s Boretical d By Texts, F Brd black t	ifficult theoretical cor subject is not equival concepts and confe Play Texts, learner w rack suit pants and t	ncepts. ent to the int orkbook -shirts.	rehearsals	
Assessment				books and the Learner						where re-tea	ching is require	ed.				
School Based Assessment (Formal Internal Assessment)	<ul> <li>Writter</li> <li>Perform</li> </ul> TASK 3	n Section: Res mance Section	nt Task (PAT) 2 learch/Essay (25 m n: Dramatic Item 2 Control Test: Writt	(25 marks)				•		following subj 1. Curriculu 2. Performa	of what, how, w lect documents m and Assessme ince Assessme tion Guidelines	s: ment Polic ent Task G	y Statement	evel to set assessme	nt / examinations, are	stipulated in the
		camination or	Control Test: Perfe	ormance												

Term 3	Week 13 - 16 /		Week 2 9 - 23 April 2	Week 3 8 -30 April	Weel 2 - 6 Au		Week 10 - 13 Au			eakî 7 Aug		Week 8 30 Aug – 3 Sept	Week 9 6 -10 Sept	Week 10 13-17 Sept	Week 11 20-23 Sept							
52 days	(4 day	(8)	(5 days)	(3 days)	(5 day	/8)	(4 day	e) (5 daye)	(5	days	9)	(4 Daye)	(5 days)	(5 days)	(4 days)							
Topic 7		-	South African Conte			94). (10 i	nours)					NCS, NSC, Final Inte	rnal National Formal	Paper 2. Performan	e Examination. (150							
Topic 2		il: Design (co	cal Programme. (14 i eturne/lighting/make						KEV	1810	N	marks)			,							
		AL LEVELS OF	KNOWLEDGE				TAXONOMY: CAL AND TEC	HNIQUE LEVELS OF KNO	WLEDGE			The South African CA	P5 Curriculum aims to	create learners that	an think critically and							
	a Thinking	CREATING	Synthesize ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Flan, Formulate, Fraduce	90%-100%	Thinking	NATURALISING	A high level of creditive and innovative performance is achieved with actions becoming integrated and second nature	Rowless, No errors, Crede, Invent	A=	10%-100% 10%-16% 60%-16%	creatively about the si learn and assess on e enough to merely teat	ubject knowledge they every level of both the t th the content. Educati	learn. To develop thir axonomies of Blooms ors must help learners	king citizens, teach, and Dave's. It is not to apply the content on							
Core Concepts.	Meta ral Thinking	EVALUATING	Judging the value of research content, based on criteria or standards, comparing ideas a identifying the strengths and weaknesses of scholarly work	and Valve, Defend, Compare the value	80%-90% of	Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Moster, Modify, Revise, Adjust, Customise, Solve	1	78% - 79%	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										
Skills, Knowledge, Values, attitudes and techniques	Procedu I Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Foint out, Categorise, Classify Select, Sketch	60%-79%	Procedural	PRECISION	Actions are more precise but with still some errors. The clision is not perfection. It is be clear articulated, occurate, correct, 'controlled', smooth and with tinesse	Perform skillully, froficient, Secoming on expert	с	485 - 495		opic 7: Analyse and evaluate the Play Text. opic 2: Create an Audition/Theme or Technical Programme									
and techniques	nceptus	APPLYING	Using ideas in new ways and applying theories to real situation	Solve, Use, Demonstrate, Organise	40%-51%	nadaous	MANIPULATING	Actions are performed from memory	Implement, Demonstrate, Re-create, Repeat	D	41.411		Note: For the PAT's Dramatic Item three, select a monologue/poem/prose/dramatise									
	S pile	UNDERSTANDING	Describing what knowledge means, finding the main ideas summarising or explaining nev		30%-39%	ا ا		and from instruction learns	Ferform, Execute, Present		50% - 51%	following ger	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,									
	Z Z		ideas and their hends and significance Remembering the concepts.	Give examples		77		The learner is learning or has learnt to watch and copy instructions and	Repeat, Duplicate,	-	2015-2015	Elizabethan	Theatre, Asian Theatre	e, Expressionist Thea	tre, Pan African							
	Factor	MEMORISING	content, knowledge, skills, values, attitudes, techniques, characteristics and principles your subject	Nome, Remember	Q15-29%	1	IMITATING	actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Reproduce, imitale, Copy	н	0-1%		r Theatre, South Africa Theatre, Postmodern									
Requisite Pre- Knowledge	Grade 10,	11 and 12 The		Concepts, Skills	, Content, V	alues, Att	itudes, Tech	niques, Principles, Char	acteristics													
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol> <li>Teache</li> <li>Venue</li> <li>Acader</li> </ol>	r qualification and Equipmen nic excursion:	after school Teachers who teach to The Creative Arts teach 'school concert'. It is a the Dedicated Dramatic A learner journal. Note The Principal, Circuit al learners of a live P	his subject must hisher or a teacher of a subject with high order to the subject does his s	ave a minimi interested' in gh levels of o n/double clas NOT require i ther of the so tre Perform	um of a thi Drama wi drama ski isroom wit ighting equ thool must ance at a	ree-year Bach I not be qualif Ils and techni h wooden floo uipment, costu budget in the Professional		This is a spec the rigour of els of acader is, Textbook, l erformances a	cialise subje mic a DVDs are in:	ed subje ct conte nd theo of Play standar	ct with difficult theoretic nt. The subject is not eq retical concepts and o Texts, Play Texts, learn d black track suit pants	al concepts. uivalent to the content her workbook and t-shirts.	n of rehearsals								
Informal Assessment			and directly engage the the Learner workbook:					isment practices. urriculum gaps are to plan	re-teaching.													
School Based Assessment (Formal Internal Assessment)	<ul> <li>Writter</li> <li>Perfor</li> </ul> TASK 7	n Section: Re mance Section	ent Task 3. (PAT) search/Essay. (25 m on: Dramatic Item 3. (	25 marks)					the following Cu <del>rri</del> culum	subje and se As	ect doc Assess sessm	uments: ment Policy Statemer ent Task Guideline		assessment / exam	nations, are stipulated							

					-			,							
Term 4	Week 1		Week 2	Week 3	Wee	ek 4	Wee	k5	Week 6		Week 7		Week 8	Week 9	Week 10
	5 - 8 Octob	ber 11	- 15 October 18	- 22 October	25 - 29 (	October	5 - 8 Oc	tober	9-13		16-20		23-27	30 Dec -3 Nov	6-10 November
48 days	(4 days)	,	(5 days)	(5 days)	(5 d	aya)	(4 da	rys)	(5 days)		(5 days)	)	(5 days)	(5 days)	(5 days)
Topic 8		1 and 12 co	DLIDATION ontent, concepts, sk and characteristics	ills, knowledge,	values, a	-	N AXONOMY:	CS. NSC. Final	Internal	National	Formal Pa	per 1. Writ	ten Examination	n. (150 marks)	
	THEORETICAL		KNOWLEDGE					HNIQUE LEVELS O	F KNOWI	LEDGE		T 0	4. AS: OADO	0	and the state of t
	Thinking		Synthesise ideas from different sources or materials to create new perspectives or a new original product. Adapting the value of research or	Mypothesise, Flan, formulate, Froduce	90%-100%	Thinking	NATURAUSING	A high level of creative an innovative performance is with actions becoming into and second nature	financial financ	oviera, o enora, nedia, venti	A++ 10%-100% A+ 10%-10% A 80%-10%	and crea teach, le	atively about the	Ourriculum aims to create lean subject knowledge they learn. T on every level of both, dependir al, the taxonomies of:	o develop thinking citizens,
Core Concepts,	Meta ral Thinking		content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Value, Defend, Compare the value of	80%-90%	Meta Thiraking	ARTICULATING	Actions are performed in a harmonious and coordinal	nd morner the	dapt, Combine, aster, Wodily, svise, Adjust, ustomise, Solve	8 78%-79%			understanding, applying, analyulating, precision, articulation a	
Skills, Knowledge, Values, attitudes and	Procedu		Examining the research on theories, linking evidence, and seeing relationships between parts or something	Categorise, Classify	62%-79%.	ocedura 1 mmm	PRECISION	Actions are more precise to some errors. Precision is no perfection. It is to be clear, articulated, accurate, con	Pro Be	eform skilfully, oficient, ecoming on sperf	C 48%-18%	Topic 8:	Grades 10, 11 a	rstand, know, analyse, apply, e and 12's content, concepts, skill	s, knowledge, values,
techniques	onceptual	APPLYING	Using ideas in new ways and applying theories to real situation  Describing what knowledge	Select, Sketch Solve, Use, Demonstrate, Organise	4015-SR15	g strangaring	MANIPULATING	'controlled', smooth and w Actions are performed from and from instruction learns'	in finesse im	rplement, emorshale, e-create, Repeat,	0 421-471		attitudes, princi	ples, techniques and characteri	stics
	Thinking	DERSTANDING	means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Exploin.	30%-38%	Punkine		The learner is learning or his watch and copy instruction	En sieant to Re	eform, recule, fresent epedi, uplicate.	F 20 % - 20%				
	Factual		Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject		0%-24%	Factual	IMITATING	actions. Actions consid of content, values, attitudes, techniques, characteristic principles in the subject	oncepts, ite	eproduce, vitale, spy	G 10-19% H 0-9%				
Requisite Pre- Knowledge	Grade 10, 11	and 12 The	eoretical and Practical	Concepts, Skills,	, Content,	Values, A	Attitudes, Ter	chniques, Princip	les, Cha	aracteristic	s				
Resources	1. Curriculu	um Covera	-	ek, for a 5-day cy	/cle per w	eek, teach	iers MUST t	each a minimun	of 2 hou	urs of Pra	ctical CKS	V + a minir	mum of 2 hours	of Theory CKSV + 1 hour min	mum of rehearsals
(other than	2 Tb		after school	and a Marine and Arine at any				Deebelee		:- D	. This is a		d modelin at coldens diffe	South Shaanatian Lauranata	
textbook) to ensure	z. reacmer	quannicatio												icult theoretical concepts. bject is not equivalent to the	
effective														ncepts and content	
learning,	3. Venue an	nd Equipme												ay Texts, learner workbook	
teaching and														ck suit pants and t-shirts.	
assessment	4. Academi	ic excursio		-				-		ne and St	andarde fo	r one ticket	t per learner, and	arrange the attendance of	
Informal	Education	est asseties -	al learners of a li												
Informal Assessment			lly and directly engag use the Leamer work!								ukara rada	achino is w	horiuna		
School Based Assessment (Formal Internal Assessment)	TASK 7		on: Written. (150 mai			All the det assessme 1. Curric 2. Perfor	ail of what, i ent / examina sulum and As	now, when and t ations, are stipul ssessment Polic essment Task G	which e sted in th Statem	extend and ne following	level to se	<u> </u>	PROMOTION 1. SBA and 2. Final Exte	REQUIREMENTS: PAT = 25 % ernal, NCS. End-of-Year Exam ernal, NCS. End-of-Year Exam	

Term 1	Week 1		Week 2	Week 3	Week		Week 5	Week 6		Week 7	Week 8	Week 9	Week 10
45 days	27-29 Janua	ary	1-5 February	8-12 February		February	22-26 February	1-5 March		8-12 March	15-19 March	23-26 March	29-31 March
,	(3 days)		(5 days)	(5 days)	(5 days	-,	(5 days)	(5 days)		5 days)	(5 daya)	(4 days)	(3 days)
opic 1	1. Baseli	ne	Realism in the	heatre and Konsta	ntin Stanis	lavski. (18 ho	ura)						_
opic 2	288688							Play Text 1.	Realism i	n the Theatre Tex	kt. (8 hours)		REVISIO
opic 3	2. Revisi		Voice and Body wo										
AT 1				hout the term, rehe			tems and research and	write on PAT	T 1'e Writte	n task			
	BLOOM'S THEORET		VIY: ELS OF KNOWLEDG Software ideas from different	Create, Design,		TAXONOMY ICAL AND TE	CHNIQUE LEVELS OF		E ### 1955-1009	e.	d assess on every level o		ether the content is t
	- Thinking	CREATING	sources or materials to create new perspectives or a new original product	Cevelop, find out, formulate, Make up, Hypothesise, Flan, Formulate, Fraduce	Thinking	NATURALISING	innovative performance is achieved with actions becoming integrated and second nature	Rawless, No erors, Create, Invent	A* 90% - 95% A 80% - 90%	Bloom's: Reme	embering, understanding, ig, manipulating, precision	applying, analysing, eval	_
ore	Meta ral Thinking	EVALUATING	identifying the strengths and weaknesses of scholarly work	Judge, Value, Cefend, Compare the value of	<b>2</b> € .	ARTICULATING	Actions are performed in a harmonious and coordinated manne	Adapt, Combine, Marler, Modify, Revise, Adjust, Customise, Solve	B 76% - 76%	on dra Under:	stand the rise of Realism ma stand Stanislavski's uniqu the Stanislavski system to	ue contribution to theatre	ntions and impact
Concepts, Skills, Cnowledge	Procedu Thinking	ANALISING	parts or something	Compare, Offerentiate, Select, Foint out, Categorise, Classify Select, Sketch	Procedural	PRECISION	Actions are more precise but with sti some enors. Precision is not perfection. It is to be clear, articulated, accurate, correct.	hoficient, Becoming on expert	c #55-#55	Topic 2: Unders Consid Topic 3: Unders	stand and analyse a Real der the text in performand stand the correct, function	ism in the Theatre text ar e	
nd Values	Conceptua	APPLYING	Using ideas in new ways and applying theories to real situation  Describing what knowledge means, finding the main ideas,	Solve, Use, Demonstrate, Organise Summarise,	- 7	MANIPULATING	'controlled', smooth and with finesse Actions are performed from memory and from instruction learn?	Implement, Demonstrate, Re-create, Repeat, Perform.	D 40%-49%	Develo of Cha	n voice op vocal and physical skil aracterisation	ls and techniques for in-d	epth exploration
	Fectual Thinkin	UNDERSTANDI	NG summarising or explaining new ideas and their trends and significance flemembering the concepts, contest, knowledge, skills,	Give examples  Git, Name, Remember, 011-2111		IMITATING	The learner is learning or has learn! It watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, fechniques, characteristics and principles in the subject	Execute, Present	F 20% - 20% G 10 - 11% H 0 - 1%	monok theatre Africa	e PAT's first Dramatic Iter ogue/poem/prose/dramat e etc. in either one of the Oral Tradition, Greek The Theatre, South African o	ised prose/praise poem/r following genres: African eatre, Commedia dell Arte	Drama Forms,
lequisite Pre- Inowledge	l						es, Principles, Characte						
Resources (other than textbook) to ensure effective learning, teaching and assessment	Teach     Wenue     Acade	er qualific and Equip mic excur	after school ation: Teachers who The Creative A 'school concert pment: Dedicated Dra leamer journal sion: The Principal, al leamers of a	teach this subject m ints teacher or a teac f. It is a subject wit imatic Arts rehearsa I. Note the subject d Circuit Manager and a live Professional	ust have a r her 'interes' h high leve room/doub ses NOT red teacher of t	minimum of a t led' in Drama s le of drama s le classroom v quire lighting e the school mus formance at :	UST teach a minimum of three-year Bachelor's of will not be qualified to pro- kills and techniques as with wooden floor, 4 wood quipment, costumes and st budget in the school's a Professional Theatre	legree in Drar epare learners well as high den Cubic's, 4 I make up. Th Norms and S	ma. This is s for the rigo levels of a liflats, Text e performa	a specialised subj our of subject cont icademic and the book, DVDs of Pla nces are in standa	ject with difficult theoret tent. The subject is not constical concepts and by Texts, Play Texts, lea and black track suit pant	ical concepts. equivalent to the d content amer workbook s and t-shirts.	ım of rehearsals
nformal							continuous assessment p						
ssessment		must also	peruse the Learner wo	rkbooks and the Lea	mer Journa	als and determ	ine where the Curriculur	n gaps are are	d where re-	teaching is require	ed.		
School Based Assessment Formal nternal	<ul> <li>Writter</li> </ul>	Section: J	ement Task (PAT) 1 lournal (25 marks) tion: Dramatic Item 1 (	(25 marks)				are stipulated in 1. Cumiculum 2. Performan	in the followin m and Assess	g subject documents: ment Policy Statemer ent Task Guidelines	end and level to set assess: nt	ment / examinations,	

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Term 2	Week		Week 2	Week 3	Week 4		Week 5	Week		Veek 7	Week 8	Week 9	Week 10	Week 11	
51 days	13 - 16 A		9 - 23 April	28 -30 April	3 - 7 Mag		10 - 14 May			- 28 May	31 May – 4 June	7 – 11 June	14 – 18 June	21 – 25 June	
-	(4 day		(5 days)	(3 days)	(5 days)		(5 days)	(5 days	) (5	days)	(5 days)	(5 days)	(4 days)	5 daye)	
Topic 4	South	African The	eatre. (20 hours	9)				I 51 - 15					4		
Topic 5	Dt : 13		(40.1	L				Play Text 2.	South African	Theatre. (	hours)			THE STATE OF THE S	
Topic 6 Topic 7	Physical		ormance. (16 h		n Thantes or Ani	on Theories	or Don Afri	ann Thantes as Co	atamana.	mariaan Tl	antes as Evasanciani	st Theatre. (16 hours)	- N	EVISION	
PAT 2	Continue							on PAT 2's Writte		mencan n	leatre or Expression	et Theatre. (10 hours)	4		
FALZ		TAXONOM		III BAI BE FAI Z S L	Halliauc Itellie al		S TAXONON		II taan		The South African CAP	S Cumiculum aims to create	learners that can think	critically and creatively	
			LS OF KNOWL	EDGE				ECHNIQUE LEVE	LS OF KNOW	LEDGE	about the subject know	ledge they leam. To develop	thinking citizens, teach	, learn and assess on	
	-		Synthesise ideas from	n different   Create, Desig		-		A high level of creative and	Fowlers.	A++ 10%-100%	every level of both, dep texonomies of:	ending on whether the conte	nt is the theoretical or p	practical, the	
	age of	CREATING	sources or materials new perspectives or	to create formulate, Mic	ke up. 90%-100%	l å		innovative performance is ach	eved No errors,	A+ 105-105		g, understanding, applying, a	nalysing, evaluation ar	nd creating	
	2 .	CREATING	original product	Formulate, Pro		l ž	NATURALISING	with actions becoming integra and second nature	ted Credie, Invent	A 80% - 90%	Dave's: Imitating, man	ipulating, precision, articulati	on and naturalisation	.	
_	Meta		Judging the value of content, based on or	illeris or Judge.		Meta			Adopt, Combine.		Tonic 4: Understand th	e hybrid nature of South Afri	can Thants		
Core	- 4	EVALUATING	identifying the strong	ghs and Defend.	8010-9010	2 4	ARTICULATING	Actions are performed in a harmonious and coordinated r	Mosfer, Hodily, namer Bevise, Adjust	8 785-795	Analyse the s	pecific functions that theatre	serves in society		
Concepts, Skills.	-		weaknesses of schol- Examining the resear	dily work	due or		ramedonino		Customise, Solve			rkshopped scene, based on i			
Knowledge.	ing Sec	ANALISING		ence, and Offerentiate,	g015-7915	1 2 2		Actions are more precise but a some errors. Precision is not	th still ferform skilfully, Proficient			e communal Theatre Making nd Analyse a South African 1		•	
Values.	5 A		parts or something	Cofegorise, C	assify	8 -	PRECISION	perfection. It is to be clear, articulated, accurate, correct.	Secoming on	C 10%-16%	Topic 6: Develop move	ement skills using basic elem		ent Analysis	
attitudes and		APPLYING Objects in new ways and ophysical skills to a performance of the street or a Theatre or													
techniques	£.	APPLYING applying theories to real Demonstrate, 2011-2911.  Demonstrate, Organise Stylised form a performed from memory Demonstrate, De													
	8 _	Describing what knowledge Summarise.  MANIPULATING Actions are performed from memory and from instruction issent feature.  Describing what knowledge Summarise.  Summarise.  MANIPULATING Actions are performed from memory and from instruction issent feature.  Summarise.													
	UNDERSTANDING Summarising or explaining new Marin Structure Struct														
	2		significance Remembering the co	One disciple	·	11 3	- ·	The learner is learning or has le watch and copy instructions or	nd Dunicole	7 39%-39%	theatre etc. in	either one of the following or	enres: African Drama F	prms.	
	che.		content, knowledge.	skills. Nome.	0%-24%	11 1	MITATING	actions. Actions consist of con- content, values, attitudes, skills	cepts. Recorduce.	G 10-19%	Africa Oral Tr	adition, Greek Theatre, Com	media dell'Arte, Mediev	al Theatre,	
	2	MEMORISING	characteristics and p	principles in Identity		11 3	ž inioniai	fechniques, characteristics and principles in the subject	Copy	H 0-9%	Indian Theatre	e, South African or Realism i tre	n the Theatre, Physical	Theatre,	
Requisite Pre-		144.71				A400					- Contract These				
Knowledge						4		es, Principles, Cha							
Resources	1. Curric	ulum Cover			cycle per week, tea	chers MUS1	T teach a mini	mum of 2 hours of I	Practical CK5V	+ a minimum	of 2 hours of Theory C	K5V + 1 hour minimum	of rehearsals		
(other than	2 Taschi	ar qualificatio	after achor		must have a minim	um of a fibre	an waar Rach	elor's degree in Dr	ma This is a so	acialisad sub	ject with difficult theoret	ical concents			
textbook) to	Z. Teacile	er qualification									tent. The subject is not (				
ensure effective			'school conce	ert'. It is a subject v	rith high levels of	drama skill	a and technic	ques as well as hig	h levels of acad	emic and th	eoretical concepts and	content			
learning,	<ol><li>Venue</li></ol>	and Equipm									ay Texts, Play Texts, lea				
teaching and	4 Acade	mic excursio									ard black track suit pants learner, and arrange the				
assessment	4. Augus	executate		f a live Profession					Camazine in t	werbei	nearing, and all ange are	served helds fore \$1			
Informal	Educators	must continu						us assessment pra	ctices.						
Assessment		must also pe	eruse the Learne	er workbooks and	the Leamer Journ	als and de	termine whe	e the Curriculum g	aps are and wh	ere re-teac	hing is required.				
	TASK 2	_			·								·		
			ment Task (PA)												
			Research/Essay	y (25 marke) Item 2 (25 marke)											
School Based	- remor	manue dec	uon. Diamatic	nem z (za marka								nd and level to set asse:	ssment / examinatio	ms,	
Assessment	TASK 3										subject documents:				
(Formal Internal		Control Tee	t: Written (100 i	marks)							nent Policy Statement2	2			
Assessment)								2.			nt Task Guidelines				
	TASK 4							] 3.	Examination	Guidelines					
	Mid-Year	Control Tee	t: Performance	(100 marks)											
	I							I .							

	Wee	de 4	Week 2	Week 3	Mile	ek 4	Wee	k 5 Week	- 8	- 1/	Veek 7		Week 8	Week 9	Week 10	Week 11
Term 3	13 - 16		19 - 23 April	28 -30 April		August	10 - 13 A				veek r 27 Augu	ar .	30 – 3 Sept	6 -10 Sept	13-17 Sept	20-23 Sept
52 days	(4 da		(5 days)	(3 days)		laye)	(4 da				5 days)	or ,	(4 Days)	(5 days)	(5 days)	(4 days)
Topic 8		* -	Theatre. (14 hou		10.0	ayo,	(4.00	190) (0 00)	,-,	1.	dayo		(4 Dayo)	(o dayo)		
Topic 9	I lay I ox	o. orymodu	1100000. (14110)	T				Director o	r Designer i	in the	e Theatr	e or Film.	(6 hours)		$\dashv$	REVISION
PAT 3	Continue	to, through	out the term, reh	earse PAT 3's Dram	atic Itema	and rese	arch and wr	ite on PAT 3's Writte					()			
		S TAXONON					S TAXONON					The Sour	th African CAR	29 Ouwiculum aime	to create learners ti	nat can think critically
	THEORE	TICAL LEVE	LS OF KNOWLE	DGE		PRACT	TICAL AND T	FECHNIQUE LEVELS	OF KNOW	LED	GE					elop thinking citizens,
	w		Synthesise ideas from	different Create, Design, Develop, Find out,				A high level of creative and	Flaviers.	A++	16%-100%					whether the content is
	ş	CREATING	sources or moterials to new perspectives or a	Formulate, Make up.	90%-100%	l g		innovative performance is achieved with actions becoming integrated	No errors,	A+	10%-16%			ical, the taxonomie		
	ž .	CREATING	original product	Hypothesise, Plan, Formulate, Produce		Ž	NATURALISING	and second nature	Credie,	A	80% - 90%	Bloom's	: Rememberis	g, understanding,	applying, analysing,	evaluation and creating
	2 2		Judging the value of no content, based on criti-	arin or Judge,		2.2			Adopt Combine			Dave's:	lmitating, m	anipulating, precisio	on, articulation and n	aturalisation
Core	EVALUATING standards, comparing ideas and Volve. BOTL-FOTL \$ Actions are performed in a Master, Worldy, s. 19751975.															
Concepts,	Ę	Customise, Solve the orbital also income													ciples of stylisation	as an artistic and
Skille,	2		Examining the research			10 10						t ac au suamala af th	e Dramatic Movement			
Knowledge,	ANALISING theories, linking evidence, and seeing relationships between parts or something ports or something parts or something ports or something ports or something control of the contr													t as an example of tr	e Dramatic Movement	
Values,	~ ₽			Salact Statich		0.5	1.120111011	articulated, accurate, correct,	expert			Topic 9:			of the Director or D	esigner in Theatre or
attitudes and	2	APPLYING	Using ideas in new wa applying theories to re	ys and tolve line	40%-57%	1 2		'controlled', smooth and with finess	Implement,				Film			
techniques	deox		situation	Organise		ž	MANIPULATING	Actions are performed from memor	Demorshale,	. 0	425-495					
	8 .		Describing what know means, finding the ma			8	MANIFULATING	and from instruction learns	Re-credie, Reped Perform,	١.	gg% - p#%	Note:		s Dramatic Item the		
	akin	UNDERSTANDIN	G summarising or explain	ning new Bushole.	30%-39%	11 :	il i	The learner is learning or has learn?	Execute, Present	٠.	Mary 4111				sed prose/praise po	
	2		significance	one enamples		11	Ž .	watch and copy instructions and	Duplicate.		30%-36%				ollowing genres: Afri	
	2 2		Remembering the con content, knowledge, s	kills, Nome.		11 3		actions. Actions consist of concepts content, values, attitudes, skills,	Reproduce.	G	10-19%					Arte, Medieval Theatre, tre, Physical Theatre,
	7	MEMORISING	values, attitudes, fects characteristics and pri	niques. Remember, noiples in Udantify	0%-29%		2 IMITATING	fechniques, characteristics and	Imitale, Copy	н	0-2%		Stylised Thea	e .	realism in the Thea	ire, chysical Theatre,
			your subject					principles in the subject					otylisea Triet			
Requisite Pre-	Grade 10	and 11 Then	estical and Practi	oal Coecoata Skilla (	'oetoet Va	dues Attit	udas Taakai	iques, Principles, Cha	vactoristics							
Knowledge	Grade 10	and II Ineu	reucai anu Fracu	cai concepts, skiis, t	ontent, va	iiwes, Ailii	waes, reanni	ques, i nnoipies, ona	raccensucs							
	1. Curri	culum Cov	erage: Hours: Ev	ery week, for a 5-day	cycle per v	veek, tead	hers MUST t	teach a minimum of 2	hours of Pr	actio	cal CKS	V + a minin	num of 2 hour	e of Theory CKSV	+ 1 hour minimum	of rehearsals
Resources			after sch	ool										-		
(other than textbook) to	2. Teac	her qualifica						-year Bachelor's deg								
ensure								ot be qualified to prep								
effective								and techniques as w								
learning,	3. Venu	e and Equip						vooden floor, 4 woode ment, oostumes and n								
teaching and	A Acad	amic aveurs						ment, costumes and m dget in the school's N								
assessment	4. Audu	onine axeens		of a live Profession					onno ana o	,tanic	aarde ioi	orre sones	per learner, a	ria arrange trie atte	ridarios of	
Informal	Educators	must contin						uous assessment pra	ctices.							
Assessment								here the Curriculum o	aps are and							
	TASK 5													end and level to set	assessment / exam	inations,
School Based		nce Assess	ment Task 3					[1					ct documents:			
Assessment	(PAT)			40.5									t Policy State			
			Research/Essay										ask Guideline	!		
	- Perfo	rmance 5ec	tion: Dramatic It	em 3 (25 marks)					3. Exa	mina	tion Guil	Jeines				

Term 4	Weak	k1	Week 2	Week 3		Week 4	4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10
	5 - 8 Oct		11 - 15 October	18 - 22 Octob	er 2	25 - 29 Oct		5 - 8 October	9-13 October	16-	20 October	23-27 October	30 Dec -3 Nov	6-10 November
47 days	(4 day		(5 days)	(5 daye)		(5 days	9)	(4 days)	(5 days)		(5 days)	(5 days)	(5 days)	(5 days)
Topic 10		tre. (12 hour											Topic 12 REVISION	4
Topic 11				. (10 hours mini	mum). Ti			ical Examination pro	gramme					
		TAXONOMY	: 8 of Knowledge				TAXONON CAL AND T	IY: FECHNIQUE LEVELS	OF KNOWLEDGE		critically and o	ican CAPS Curriculum reatively about the subj	ect knowledge they lea	m. To develop
	ta Thirking 6	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product Judging the value of research or	Mypothesise, Plan, Formulate, Produce	90%-100%	Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Create, A 601		whether the co Bloom's: Ren	ns, teach, learn and ass ontent is the theoretical nembering, understand	or practical, the taxono	mies of:
Core Concepts,	Meta ral Thinking	EVALUATING	confert, based on criteria or standards, comparing ideas an identifying the strengths and weaknesses of scholarly work	Valve, Celend, Compare the valve of	80%-90%	Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated monn	Revise, Adjust, Customise, Solve	-79%	creating Dave's: Imitat	ing, manipulating, preci	sion, articulation and n	aturalisation
Skille, Knowledge, Values,	Procedu Thinking	ANAUSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compone, Offerentiale, Select, Point out, Cofegorise, Classify Select, Sketch	60%-79%.	rocedura a minan	PRECISION	Actions are more precise but with all some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct.	hoficient, Becoming on C att	- 4P%	App	derstand the concept of oly Poor Theatre technic derstand the role of Jen	ues to the developmer	
attitudes and techniques	APPLYING  Using ideas in new ways and applying theories to real shadon  APPLYING  Using ideas in new ways and applying theories to real shadon  APPLYING  Understand the role of Jerzy Grotowski as a Theatre innovator controlled, snooth and with finesse inplement, Demonstrate, Companies  MANIPULATING Actions are perfumed from memory and shadon. To provide the controlled from the contro													
	Factual Thinkin	MEMORISING	tummarking or explaining new ideas and their hands and significance.  Remembering the concepts, content, knowledge, skills, values, offfudes, fechniques, characteristics and principles in	Byshole, Give examples Ust, Nome, Remember,	30%-34% 0%-24%	Tactual Thinkin	IMITATING	The learner is learning or has learn? watch and copy instructions and actions. Actions consist of concepts content, values, attitudes, skills, techniques, characteristics and principles in the subject.	Execute Present  Sepect, F 331  Duplicate, G 31  Imitate,	6-38% -38% -38%	App Dra Topic 12: Rev	prate voice, vocal, body ply Theatre performance imatic Items vise theoretical and perf wiledge, values, attitude	skills and techniques to ormance content, conc	epts, skills,
Requisite Pre-			your subject					burches is se votes.			10.00		a, raziniquas, principii	
Knowledge								iques, Principles, Cha						
Resources	1. Curricu	ilum Coveraç		for a 5-day cycle p	er week, t	teachers MU	JST teach a r	minimum of 2 hours of	Practical CK5V + a n	ninimum o	of 2 hours of The	ory CK5V + 1 hour mini	mum of rehearsals	
(other than	2 Tanaha	r austification	after achool	This subject sourt h		sissues of a fi	hena wase Bi	achalaria dagras in De	ama This is a sessial	immet mutais	na with distance to	anning consents		
textbook) to	2. 188U181	i quamication						achelor's degree in Dr. alified to prepare learne						
ensure effective								hniques as well as hig						
learning,	<ol><li>Venue a</li></ol>	and Equipmer	nt: Dedicated Dramatic	Arts rehearsal roof	m/double	classroom w	vith wooden f	floor, 4 wooden Cubic's,	4 flats, Textbook, DV	Ds of Play	y Texts, Play Tex	ts, learner workbook		
teaching and		nia augustic -						stumes and make up. T						
assessment	4. ACADBIT	IIIC excursion	al learners of a live I					the school's Norma and	Standards for one th	cket per i	earner, and arran	ge trie attendance of		
Informal	Educators n	must continue						nuous assessment pra	ctices					
Assessment								where the Curriculum of		re-teach	ing is required.			
	TASK 6											GRESSION AND PROM	IOTION REQUIREMEN	NTS:
School Based														
School Based Assessment	End-of-Yea	End-of-Year Examination: Written. (150 marks) examinations, are stipulated in the following subject documents: 1. SBA = 40% 2. PAT = 20%												
	End-of-Yea	ar Examinatio	on: Written. (150 ma	rka)	1.	Curriculu	im and Asse	essment Policy Staten			2. P	AT = 20%	_	
	TASK 7		on: Written. (150 ma on: Performance. (1	•		. Curriculu . Performa	im and Asse	essment Policy Staten sment Task Guideline			2. P. 3. E			_ 20%

					-							
Term 1	Week 1	Week 2	Week 3		eek 4	Week 5	Weel		Week 7	Week 8	Week 9	Week 10
45 days	27-29 January (3 days)	1-5 February (5 days)	8-12 February (5 days)		February days)	22-26 February (5 days)	1-5 Ma (5 da		8-12 March (5 days)	15-19 March (5 days)	23-26 March (4 days)	29-31 March (3 days)
Topic 1	(5 daye)		amatic Arts. (8 hours	-	uayej	(J days)	(J Ga	yaj	(3 days)	(J days)	(4 days)	(5 daye)
	-				/OI T-						-	
Topic 2	1. Baseline	South African The	atre: Cultural Perior	_		radition or both. (10 h					1	
Topic 3	assessment 2. Revision			South /	African The	atre: Play Text one. (1					1	REVISION
Topic 4	Z. Nevision					Scene Study. (8 hor					1	
PAT 1			ighout the term, rehe			ic Items and research	h and write	on PAT 1	's Written task			
	BLOOM'S TAXO THEORETICAL I	NOMY: LEVELS OF KNOWL	Create, Design,		TAXONON	IY: FECHNIQUE LEVELS  Alighteral of credits and	OF KNOW!	EDGE			aims to create learners that they learn. To develop thi	
	CREATIN	sources or materials to create new perspectives or a new original product  Judging the value of research	Hypothesise, Plan, Formulate, Produce	Thin	NATURALISING	innovative performance is achieved with actions becoming integrated and second nature	No erors, Credie, Invent	A 805 - 10	practical, the t	axonomies of:	pending on whether the con ing, applying, analysing, eva	
Core Concepts,	This Met	content, based on criteria or	and Defend, Sont-Ford	Meta	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Moster, Wodity, Revise, Adjust, Customise, Solve	B 78%-79	Dave's: Imital	ing, manipulating, prec	ision, articulation and natura	lisation
Skille, Knowledge, Values,	Procedur Thinking WITHIN	parts or something	Select Point out, Colegorise, Clossily	Procedural	PRECISION	Actions are more precise but with still some errors. Recision is not perfection. It is to be clear, articulated, accurate, correct,		C 10%-19	CAP Topic 2: Unde	S p: 13 erstand the origins and	elements of drama, theatre expressions of South Africa Tradition. CAPS p:13-14	-
attitudes and techniques	APPLYIN	situation  Describing what knowledge means, finding the main idea	Demonstrate, 40%-58% Organise Summarise, Rusinis	Concepts	MANIPULATING	'controlled', smooth and with finesse  Actions are performed from memory and from instruction learnst	Implement, Demonstrate, Re-credie, Repedi Ferform,	0 485-48 8 885-18	Topic 3: Ident Play Topic 4: Deve	ify, understand and app Text. CAPS p: 14 alop performance skills	oly elements of drama in a S in a scene from a play, Refi	•
	MEMORIS	DENG summarising or explaining no ideas and their trands and significance. If the concepts, context, knowledge, skills, values, attitudes, fechniques, characteristics and principle your subject.	Give examples  List, Nome, Remarker 0%-29%		MITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, tenteriques, characteristics and principles in the subject.	Execute Present  Repeat, Duplicate, Reproduce, Instale, Copy	F 25%-25 G 10-15 H 0-8%	Note: Fort	ormance skills. CAPS p the PAT's first Dramatic e/praise poem/storytelli na Forms or Oral Tradit	Item, select a monologue/p ng etc. in either one of the fo	oem/prose/dramatised ollowing genres: African
Requisite Pre- Knowledge						hniques, Principles, Ch						
Resources (other than textbook) to		after sch lification: Teachers	rool who teach this subject	t must hav	e a minimun	n of a three-year Bach	nelor's degr	ee in Dra	ıma. This is a speci	alised subject with diffic	Theory CKSV + 1 hour mi ult theoretical concepts. ject is not equivalent to the	inimum of rehearsals
ensure effective learning,	3. Venue and E	'school co quipment: Dedicated	ncert'. It is a subject : I Dramatic Arts rehear	with high sal room/	levels of dr double class	ama skills and techni room with wooden floo	iques as we r, 4 wooden	ell as high Cubic's,	n levels of academ 4 flats, Textbook, D	ic and theoretical con VDs of Play Texts, Play		
teaching and assessment		cursion: The Princ alleamer	ipal, Circuit Manager s of a live Profession	and teach al Theatn	er of the sch e Performar	ool must budget in the noe at a Professional	school's No Theatre.	rme and			arrange the attendance of	
Informal Assessment						e and continuous asse: determine where the C			d vikara radasahir	n is wantiked		
School Based Assessment	TASK 1 Performance As: Written Secti	sessment Task (PAT ion: Journal (25 mar Section: Dramatic I	「) 1 ks)	Leamer Ju	ourneis enu (	severime where the C	All the 1. 2.	the detail following Curriculu Performa		and to which extend and to which extend and to which extends and to which extends are the statement are the statement and the statement are the statement are the statement are the statement and the statement are the	nd level to set assessment /	examinations, are stipulated in

Term 2 46 days	Week 1 13 - 16 April (4 days)		Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)		Week 4 3 - 7 May (5 days)		Week 5 10 - 14 May (5 daye)	Week 6 17 -21 May (5 daye)			Week 7 24 - 28 May (5 daye)	Week 8 31 May – 4 June (5 days)	Week 9 7 – 11 June (5 days)	Week 10 14 – 18 June (4 daye)		
Topic 5	Origins of Western Theatre and Greek Theatre. (12 hours)					1 =											
Topic 6						Play Text 2. Greek 1						RE	VISION				
PAT 2	Continue to, throughout the term, rehearse PAT 2's Dramatic Items and research and write on PAT 2's Written task																
		TICAL LEVE	LS OF KNOWLEDGE	Create, Design,			CAL AND 1	D 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,					
	Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Develop, find out, formulate, Make up, Hypothesise, Flan, formulate, Fraduce	90%-100%	Painking	NATURAUSING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flowless, No errors, Credie, Invent	A.	10%-100% 10%-10% 80%-10%	teach, learn and as		of both, depending on whether the content is			
Core Concepts,	Meta al Thinking	EVALUATING	Judging the value of research of content, based on criteria or standards, comparing ideas on identifying the strengths and weaknesses of scholarly work.	Judge,	80%-90%.	Meta 1 Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manne	Adapt, Combine, Moster, Woolfy		78% - 79%		Bloom's: Remembering, understanding, applying, analysing, evaluation and or Dave's: Imitating, manipulating, precision, articulation and naturalisation				
Skille, Knowledge,	Procedur Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationalities between parts or something	Select, Point out, Categorise, Classify	60%-79%	rocedural	PRECISION	Actions are more precise but with all some errors, frecision is not perfection. It is to be clear, articulated, accurate, correct,		c	42% - 49%	Understa	opic 5: Understand the origins of Western drama and theatre in a ritual Understand the basic elements of Greek Theatre Develop vocal and physical skills				
Values, attitudes and techniques	Conceptual 1 Factual Thinking	Conceptual T	Conceptual 1	APPLYING	Using ideas in new ways and applying theories to real situation  Describing what knowledge	Select, Sketch Solve, Use, Demonstrate, Organise	40%-58%	A secularion	MANIPULATING	'controlled', smooth and with finesse  Actions are performed from memory and from instruction isomit	Implement, Demonstrate, Re-credie, Repect		455-495	Demonstra performan	rate integration of voice nce nd the elements of dran	•	
				UNDERSTANDI	means, finding the main ideas,	H. Exploin, Illustrate, Give examples	3016-3916	D. Prinking	al Thinking	The learner is learning or has learn! It watch and copy instructions and	Duplicate.	,	20 % - 20%	specific p	lay text or extracts from	a play text	
		MEMORISING	content, knowledge, skills,	Ust, Nome, Remember, Identify	0%-29%	1	IMITATING	actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Reproduce. Imitate, Copy	H	_	dramatise genres:	Note: For the PAT's second Dramatic Item, select a monologue/poem/prose/ dramatised prose/praise poem/storytelling etc. in either one of the follow genres:  African Drama Forms or Oral Tradition or South African				
Requisite Pre-	Grade 10	Theoretical	and Practical Concepts	Skills Content	Value	Attitude	s. Techniqu	es Principles Charac	teristics			African D	rama Forms or Oral Tra	dition or South African			
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol> <li>Grade 40_Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics</li> <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</li> </ol>																
Informal																	
School Based Assessment	TASK 3 1. Cu Mid-Year Control Test: Written (100 marks) 2. Pe										vhat, hou oject doc and Asse	v, when and to which uments: essment Policy Stater ment Task Guideline	extend and level to set	assessment / examina	ations, are stipulated		

			ZUZ I Maul	Jilai Necc	vei,	y. Aii	iiiuai	eacii	iliy F	Idii. L	/K/	AIVIA	IIC F	ikis. Grau	le 10. I erm	3			
Term 3 46 days	Week 13 - 16 / (4 day	April	Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)	2 -	Neek 4 6 August 5 days)	10 - 13	eek 5 3 August days)		ek 6 August ays)	23	Week -27 Au (5 days	gust	Week 8 30 Aug – 3 Sept (4 Days)	Week 9 6 -10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-23 Sept (4 days)		
Topic 7	Non-verbal communic		ation. (Individual. D	I. Dramatic item) (4 hrs)															
Topic 8	Text Interpretation. (Individual. Dramatic item) (4 hrs)														1				
Topic 9	Medieval Theatre or Commedia Dell Arte or							Indian Theatre. (10 hours)								REVISION			
Topic 10	Play 1								y Text 3. Medieval Theatre or Commedia dell' Arte or Ir						or Indian Theatre. (8 hours)				
Topic 11		8	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																	
	BLOOM'S TA THEORETICA		KNOWLEDGE				TAXONOMY: CAL AND TEC	MY: TECHNIQUE LEVELS OF KNOWLEDGE The						he South African CAPS Curriculum aims to create learners that can think critically and					
	ta Thinking	CREATING	Synthesize ideas from different sources or materials to create new perspectives or a new original product.  Audging the value of research	Formulate, Make up, Hypothesise, Plan, formulate, Produce	M215-10015	Thinking	NATURALISING		nance is achieved ming integrated	Flawless, No errors, Credie, Invent		10%-100% 10%-19% 80%-10%	and as practic Bloom	creatively about the subject knowledge they learn, and assess on every level of both, depending on v practical, the taxonomies of: Bloom's: Remembering, understanding, applying		ether the content is the theoretical or nalysing, evaluation and creating tion and naturalisation			
Core Concepts,	Met aral Thinking	EVALUATING	content, based on criteria or standards, comparing ideas identifying the shengths and weaknesses of scholarly work Examining the research on	and Defend, Compare the value of	BOTH-FORE	Meta d Thinking	ARTICULATING		oordinated manner	Customise, Solve	,	78% - 79%	l	7: Understand and ap					
Skills, Knowledge, Values, attitudes and	Procedu Thinking	ANALISING	theories, linking evidence, or seeing relationships between parts or something Using ideas in new ways and	Select, Point out, Categorise, Classify	10%-79%	Procedura	PRECISION	Actions are more; some errors. Frecis perfection. It is to it articulated, accoun- 'controlled', smoot	be clear, ale, corect,	hoficient, Becoming on ct. expert		12% - 18%	-	convey non-verbal communication  Topic 8: Apply and analyse continuous development of vocal skills  Apply skills to interpret an individual text  Topic 9: Apply, analyse and evaluate either Medieval Theatre or Commedia De					
techniques	onceptus	APPLYING	applying theories to real situation  Describing what knowledge		1015-5815	- Addang	MANIPULATING	Actions are perfor	ctions are performed from memory and from instruction issued		0	425-495		Arte or Indian Theatre c 10: Understand, apply and evaluate conventions of Medieval Theatre or Commedia Dell Arte or Indian Theatre					
	C Thinking	UNDERSTANDING ummeans, finding the tummeralising or existence and their tre significance	means, finding the main idea summarising or explaining ne ideas and their trends and significance	28. Exploin.	30%-34%			The learner is learning or hos learnt to watch and copy instructions and actions. Actions consist of concepts, Content, values, attitudes, skills,		Feform, Execute, Present Repedt,		92% - 98% 32 % - 38%	Topic	Topic 11: Understand and apply the workshop (play building) process in the South African context Workshop and create a short play					
	Factual	MEMORISING	Remembering the concepts, content, knowledge, skills, values, diffludes, techniques, characteristics and principles your subject		9%-29%		IMITATING			Duplicate, Reproduce, Imitate, Capy	G H	10-19%	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						
Requisite Pre-	Grade 10 T	heoretical ar	nd Practical Concepts	s. Skills. Content. V	alues. A	ttitudes. Te	echniques. F	Principles, C	haracteristi	cs			<u> </u>						
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  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 concept". 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																		
Informal Assessment			ind directly engage the le the Learner workbooks a						d where re-te	aching is requ	ired.								
School Based Assessment	Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Currio TASK 5 Performance Assessment Task 3 (PAT)  Written Section: Research/Essay (25 marks)  Performance Section: Dramatic Item 3 (25 marks)								All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents:  1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline										

Term 4	Week		Week 2	Week 3	Wee		Week 5				Week 7	Week 8	Week 9	Week 10		
47 days	5 - 8 Oct (4 day		11 - 15 October (5 days)	18 - 22 October (5 days)	25 - 29 C (5 da		5 - 8 October (4 days)	9-13 October (5 daye)		er l	16-20 October (5 days)	23-27 October (5 days)	30 Dec -3 Nov (5 days)	6-10 November (5 days)		
Topic 12	,			Staging conventions	or Film cor	Film conventions. (10 hours)						`	, ,,,	, , ,		
Topic 13	Preparatio	n of Perfo	ormance/Practical wo	rk. (12 hours minimum)	. Theme/A	udition/Te	chnical Examination p	orogramme		•			Topic 14 REVISION			
Topic 14																
	BLOOM'S THEORE		MY: EVELS OF KNOWLED	GE					The South African CAPS Curriculum aims to create learners that can think critics and creatively about the subject knowledge they learn. To develop thinking citize							
	da Thinking	CREATIN	Synthesise ideas from different sources or materials to create new perspectives or a new original product.  Judging the value of research	formulate, Make up, Hypothesise, Flan, Formulate, Produce	Thinking.	NATURAUSI	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Credite, Invent	A.	10%-100% 10%-16% 60%-16%	the theoretical or Bloom's: Remen	practical, the taxonomies bering, understanding, a	f both, depending on whether the content es of: applying, analysing, evaluation and creat n, articulation and naturalisation			
Core Concepts,	Me Thinkin	EVALUATI	identifying the strengths and weaknesses of scholarly work	Andge, Value, Defend, Compare the value of	Met	ARTICULATIN	Actions are performed in a harmonious and coordinated mann	Adapt, Combine, Moster, Blodity, Revise, Adjust, Customise, Solve		78% - 79%		Understand and apply d				
Skille, Knowledge, Values,	Procedu il Thinking	ANALISIN	Examining the research on theories, linking evidence, on seeing relationships between parts or something.  Using ideas in new ways and	Select, Point out, Colegorise, Classify Select, Sketch	Procedura	PRECISION	Actions are more precise but with all some errors. Recision is not perfection. It is to be clear, atticulated, accurate, correct, 'controlled', smooth and with finess	hoficient, Secoming on excert	с	18% - 18%	CAPS Topic 13:	now these affect performance Use performance spaces and staging creatively Create an integrated performance in which each individual perfo				
attitudes and techniques	Conceptu	APPLYING applying theories to real shafton  Describing what knowledge means, finding the main ideas, summarising or explaining new.		С	MANIPULATI	Actions are performed from memor and from instruction learns	Implement, Demonstrate, Re-create, Repeat Perform, Execute, Present	0	42% -49% 92% - 59%	CAPS Topic 14:	presents three Dramatic Items, contrasting in genre and si (Items may be from previous terms) Revision. Theory: Use Blooms Taxonomy as a guide: Ren Understand, Apply, Analyse, Evaluate and Create Concep	guide: Remember,				
	Factual Think	MEMORISI	ideas and their frends and significance  Remembering the concepts, content, knowledge, skills.	Give enomples List, Nome, Remember, 0%-29%		IMITATING	The learner is learning or has learnif watch and copy instructions and actions. Actions consist of concept content values, attitudes, skills, techniques, characteristics and principles in the subject	buplicate, Reproduce, Instate,		20 % - 38% 10 - 18% 0 - 8%		Knowledge and Values Revision: Performance:				
Requisite Pre- Knowledge	Grade 10 T	heoretical	Land Practical Concept	s, Skills, Content, Value	Attitudes	Technique	es Principles Characte	ristics								
Resources			verage: Hours: Every	veek, for a 5-day cycle p					Prac	ctical CK	CSV + a minimum of 2	2 hours of Theory CKS	V + 1 hour minimum	of rehearsals		
(other than textbook) to	2. Teache	er qualific	after school ation: Teachers who	each this subject must h	ave a minir	mum of a ti	hree-vear Bachelor's d	learee in Dra	ama	. This is	a specialised subject	with difficult theoretical	concepts.			
ensure			The Creative A	rts teacher or a teacher '	interested' i	in Drama v	vill not be qualified to pr	epare learne	rs fo	r the rigo	our of subject conten	t. The subject is not equi	ivalent to the			
effective learning.	3. Venue	and Foui		. It is a subject with hig matic Arts rehearsal room												
teaching and	l	-	leamer journal	Note the subject does I	IOT require	e lighting e	quipment, costumes and	l make up. Ti	he p	erforma	nces are in standard	black track suit pants ar	nd t-shirts.			
assessment	4. Acade	mic excu		Circuit Manager and tea live Professional Thea			_		Sta	indarde	tor one ticket per lea	mer, and a <del>rr</del> ange the at	lendance of			
Informal			inually and directly eng	age the leamers in diagn	ostic, forma	ative and o	ontinuous assessment p	ractices.	a al	de avan en e	tanabian is assumed					
Assessment School Based	TASK 6	nust also	peruse the Learner Wo	rkbooks and the Leamer							<del> </del>					
Assessment	End-of-Yea	ar Examin	nation: Written. (150 m	narke)			what, how, when and to xaminations, are stipulal					RESSION AND PROM BA = 60%	OTION REQUIREMEN	118:		
	TASK 7 End-of-Yea	ar Examin	nation: Performance. (	150 marks)	1. C 2. F	Curriculum Performano	and Assessment Policy be Assessment Task Gu n Guidelines	Statement		2. P. 3. E	2. PAT = 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)**

	School base	a Assessment (56A	
	GRADE 10	GRADE 11	GRADE 12
Term 1 SBA	TASK 1 Performance Assessment Task. PAT 1 • Written Section: Journal (25 marks) • Performance Section: Dramatic Item 1 (25 marks)	TASK 1 Performance Assessment Task. PAT 1 • Written Section: Journal (25 marks) • Performance Section: Dramatic Item 1 (25 marks)	TASK 1 Performance Assessment Task. PAT 1 Written Section: Journal (25 marks) Performance Section: Dramatic Item 1 (25 marks)
Term 2 SBA	No June examination  TASK 2 Performance Assessment Task. PAT 2 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 2 (25 marks)  TASK 3 Control Test: Written (100 marks)  TASK 4 Control Test: Performance (100 marks)	No June examination  TASK 2 Performance Assessment Task. PAT 2 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 2 (25 marks)  TASK 3 Control Test: Written (100 marks)  TASK 4 Control Test: Performance (100 marks)	No June examination  TASK 2 Performance Assessment Task. PAT 2 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 2 (25 marks)  TASK 3 NO June Examination or Control Test: Written  TASK 4 No June Examination or Control Test: Performance
Term 3 SBA	TASK 5 Performance Assessment Task. PAT 3 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 3 (25 marks)	TASK 5 Performance Assessment Task. PAT 3 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 3 (25 marks)	TASK 5 Performance Assessment Task. PAT 3 • Written Section: Essay/Research (25 marks) • Performance Section: Dramatic Item 3 (25 marks)  TASK 6 Preliminary Examination: Written (150)  TASK 7 Preliminary Examination: Performance (150)
Term 4 SBA Promotion & Progression	End of Year Exam  TASK 6 End-of-Year Examination: Written (150)  TASK 7 End-of-Year Examination: Performance (150)	End of Year Exam  TASK 6 End-of-Year Examination: Written (150)  TASK 7 End-of-Year Examination: Performance (150)	



# CONVERSIONS AND WEIGHTING OF THE NCS ASSESSMENT COMPONENTS

1	ASK	GRADE 10 & 11	CONVERSION	COMPONENT	NCS WEIGHTING	NCS FINAL MARK
	1	PAT 1 Written Section: Journal: 25 marks Performance Section: Dramatic Item 1: 25 Marks				
	2	PAT 2 Written Section: Essay/Research: 25 marks Performance Section: Dramatic Item 1: 25 Marks	25+25+25+25+25+25=150 / 1.5 =	PAT	20%	100%
	5	PAT 3 Written Section: Essay/Research: 25 marks Performance Section: Dramatic Item 1: 25 Marks	100 converted to = 25%			
	3	SBA June Control Test (Written): 100 marks	100+100=200/2=	SBA	9994	
	4	SBA June Control Test (Performance): 100 marks	100 converted to 60%	JDA	60%	
_	6	End-of-Year Performance Examination: 150 marks	150/1.5=	PERFORMANCE EXAM		
	7	End-of-Year Written Examination: 150 marks	100 converted to 22%	WRITTEN EXAM	20%	

# CONVERSIONS AND WEIGHTING OF THE NCS ASSESSMENT COMPONENTS

	TASKS	GRADE 12	CONVERSION	COMPONENT REPORTIN	NCS FINAL MARK	
	1	PAT 1 Written Section: Journal: 25 marks Performance Section: Dramatic Item 1: 25 Marks				
	2	PAT 2 Written Section: Essay/Research: 25 marks Performance Section: Dramatic Item 1: 25 Marks	25+25+25+25+25+25=150 / 1.5 =100	PAT	25%	100%
	5	PAT 3 Written Section: Essay/Research: 25 marks Performance Section: Dramatic Item 1: 25 Marks				
	3	SBA June Control Test (Written): 100 marks	100,100-200/2-100	SBA		
	4	SBA June Control Test (Performance): 100 marks	100+100=200/2=100	JDA		
***	6	Preliminary Performance Examination: 150 marks	150/1.5=100	PERFORMANC E EXAM	<b>75</b> %	
	7	Preliminary Written Examination: 150 marks	130/1.3-100	WRITTEN EXAM	75 70	



## 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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