

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 9 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPICS	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Appreciation and reflection Media	Appreciation and reflection Media	Appreciation and reflection Media
CONCEPTS, SKILLS AND VALUES *IMPROVISED DRAMA	<p>Voice: Relaxation – restful alertness and breathing exercises</p> <p>Physical: Posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities</p> <p>Research for short improvisation: Theme related to cultural practices, in South Africa or other countries Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures</p>	<p>Voice: Relaxation – restful alertness and breathing exercises</p> <p>Physical: Posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities</p> <p>Research for short improvisation: Theme related to cultural practices, in South Africa or other countries Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures</p>	<p>Voice: Relaxation – restful alertness and breathing exercises</p> <p>Physical: Posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p>Create short improvisation reflecting cultural practices: Develop structure for performance: Plot, characters, time, place, space and audience Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies, symbols, etc.</p> <p>Media Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures Integrate ideas and opinions into the classroom drama</p>	<p>Voice: Relaxation and breathing exercises</p> <p>Physical: Posture (neutral position) and body as an instrument of expression activities</p> <p>Develop improvisation: Character: Physical and vocal characterisation – language and appropriate register</p>	<p>Voice: Breath control and capacity, and resonance exercises</p> <p>Physical: Posture (neutral position) and body as an instrument of expression activities</p> <p>Develop improvisation: Audibility of spoken dialogue</p>	<p>Voice: Breath control and capacity, and resonance exercises</p> <p>Physical: Posture (neutral position), develop concentration and focus activities</p> <p>Develop improvisation: Dramatic tension: in the plot, within a person, between people/groups of people, between people and the environment</p>	<p>Voice: Breath control and capacity, and resonance exercises</p> <p>Physical: Posture (neutral position), develop concentration and focus activities</p> <p>Develop improvisation: Sustaining dramatic tension</p>	<p>FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/filming of improvised drama</p>
REQUISITE PRE-KNOWLEDGE	<p>VOICE Basic skills and understanding of breathing and resonance</p> <p>PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space</p> <p>BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience</p> <p>BASIC RESEARCH SKILLS Access (find information) – enquire, locate, identify, observe, research Process (the information) – arrange, compare, evaluate, analyse, communicate Use – accept, reject, apply, choose</p> <p>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</p>									

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Appropriate performance space: Open Classroom, hall, stage CD Player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUyU Lesson plans: https://bit.ly/37WLphE									
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.									
	Workbook: Research on cultural practices and impact of media, using variety of stimuli as provided by teacher	Workbook: Research on cultural practices and impact of media, using variety of stimuli as provided by teacher	Workbook: Mind map of elements of drama and skeleton of plot of the play Complete worksheet on media	Observation, side coaching and direction Workbook: Create character profile	Rehearsal: Side coaching and directing by teacher and peers towards polished performance Workbook: Reflect on own performance through guided questions or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance Workbook: Reflect on own performance through guided questions or journal entries	Workbook: Critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology			
SBA (FORMAL ASSESSMENT)	Formal practical assessment in weeks 8-11								Formal assessment task: Improvised drama performance 25 marks assessed with a rubric	

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 9 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-8	WEEK 9-11
CAPS TOPICS	Dramatic skills development Interpretation & performance: Dramatised prose/monologue Media	Dramatic skills development Interpretation & performance: Dramatised prose/ monologue Media	Dramatic skills development Interpretation & performance: Dramatised prose/ monologue Media	Dramatic skills development Interpretation & performance: Dramatised prose/ monologue	Dramatic skills development Interpretation & performance: Dramatised prose/ monologue	Dramatic skills development Interpretation & performance: Dramatised prose/monologue Appreciation and reflection	Practical test: Individual/small group performance Vocal and physical skills. Interpretation & performance of texts: Dramatised prose/ monologue 25 marks Written control test: Drama terminology Elements of drama as explored in all topics of term 1 & 2 Reflection and appreciation, analysis and application using dramatic texts: Dramatised prose/ monologue 25 marks Equal weighting between theory and practical test Recommendation: Exam slot on timetable to assess practical test Cognitive levels: Lower order – 30% Middle order – 40% Higher order – 30%
CONCEPTS, SKILLS AND VALUES *DRAMATISED PROSE HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE.	Voice: Relaxation, breathing and tone exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Dramatised prose Text analysis – expressing piece in own words Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: Stock characters and typecasting	Voice: Relaxation, breathing and tone exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Dramatised prose Verbal characterisation: Vocal clarity, pitch, pace, pause, tone, volume and emphasis Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: Age, gender, status and culture	Voice: Breathing, tone and resonance exercises Physical: Posture, focus and control activities Interpretation and performance skills – Dramatised prose Facial expression, body language and emotional connection Create appropriate mood, using voice and movement Media Use film, television, soap opera, radio or the internet to briefly explore and discuss stereotyping: Discrimination and prejudice	Voice: Breathing, tone and resonance exercises Physical: Explore movement dynamics and visualisation activities Interpretation and performance skills – Dramatised prose Integrating verbal characterisation and physical expressiveness – appropriate use of movement and/or stillness	Voice: Articulation, breathing and resonance exercises Physical: Focus, control and visualisation activities Interpretation and performance skills – Dramatised prose Narrative technique – vocal and physical Audience contact – memorable, engaging and effective presentation	Voice: Articulation, breathing and resonance exercises Physical: Focus, control and visualisation activities Interpretation and performance skills – Dramatised prose Rehearsal towards performance	
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of breathing, tone, resonance and articulation PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience; rehearsal Audience behaviour and theatre etiquette						
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Appropriate performance space: Open Classroom, hall, stage CD Player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUyU						

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-8	WEEK 9-11
LESSON PLAN EXAMPLES	INTRODUCTORY LESSONS ON PROSE PERFORMANCE Lesson plans: https://bit.ly/3IEYT6E STRENGTHENING SKILL IN PROSE PERFORMANCE Lesson plans: https://bit.ly/36nNNPa						
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher						
	Workbook: Text analysis of prose Worksheet on prejudice/discrimination/stereotyping in media	Observation and side coaching Workbook: Explore new terminology through worksheets or quizzes Apply vocal skills to text Discuss responses on prejudice/ discrimination/ stereotyping in media	Observation, side coaching and direction Workbook: Reflect on practical work explored thus far Complete media worksheet	Observation, side coaching, direction Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Observation, side coaching and direction Workbook: Reflect on terminology and practical work explored Make use of worksheets, quizzes or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance Self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance; self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries
SBA (FORMAL ASSESSMENT)	Formal written and practical assessments in week 9-11						

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 9 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7-9	WEEK 10-11
CAPS TOPICS	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking Appreciation and reflection	Dramatic skills development Drama elements in playmaking Appreciation and reflection	Appreciation and reflection Media
CONCEPTS, SKILLS AND VALUES *IMPROVISED DRAMA	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), physical loosening and energising of the body activities Improvisation Purpose of performance: To educate, enlighten, entertain, mobilise, inform, etc.	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), physical loosening and energising of the body activities Improvisation Target audience: Age group, economic, social and political background	Voice: Relaxation, breathing and resonance exercises Physical: Trust activities with partners and in small groups Develop improvisation: Most important moments/ highlights, effective words or dialogue and crucial movements	Voice: Relaxation, breathing and resonance exercises Physical: Mirror work (using slow, controlled mirroring of narrative mime sequences) Improvisation Basic staging conventions and technical resources: <ul style="list-style-type: none"> • Stage space • Placing of actors • Movement patterns • Props • Set pieces • Costume pieces 	Voice: Relaxation, breathing and resonance exercises Physical: Lead and follow movements in pairs, small groups and as a class Improvisation Basic staging conventions and technical resources: <ul style="list-style-type: none"> • Audience • Sound • Basic lighting 	Voice: Relaxation, breathing and articulation exercises Physical: Imagery to warm up the body and explore movement dynamics Polished improvisation: Practise the drama and refine for final performance	Voice: Relaxation, breathing and articulation exercises Physical: Explore character and mood through movement Polished improvisation: Practise the drama and refine for final performance	FORMAL PRACTICAL ASSESSMENT Classroom improvised drama OR Recording/filming of improvised drama
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of articulation, breathing and resonance PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE							
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Appropriate performance space: Open Classroom, hall, stage CD Player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUyU							
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Workbook: Exploring and selecting the purpose of the improvised drama	Workbook: Mind map on elements of target audience	Observation, side coaching and direction on application of time	Workbook: Stage space, movement patterns, costume design, list of props and set design	Workbook: Design of sound and lighting Teacher observation and guidance	Rehearsal: Side coaching and directing by teacher and peers towards polished performance Workbook: Reflect on own performance through guided questions or journal entries		Workbook: Critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology
SBA (FORMAL ASSESSMENT)	Formal practical assessment in week 10- 11							Formal assessment task: Improvised drama performance 25 marks assessed with a rubric

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 9 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-10
CAPS TOPICS	Dramatic skills development Interpretation & performance: Scene work (theatre/television) / radio drama	Dramatic skills development Interpretation & performance: Scene work (theatre/television) radio drama	Dramatic skills development Interpretation & performance: Scene work (theatre/ television) / radio drama Appreciation and reflection	Dramatic skills development Interpretation & performance: Scene work (theatre/television) / radio drama Appreciation and reflection	Dramatic skills development Interpretation & performance: Scene work (theatre/ television) / radio drama Appreciation and reflection	Practical examination: Group performance: Vocal and physical skills. Interpretation & performance of texts: Scene work / radio drama
CONCEPTS, SKILLS AND VALUES *SCENE WORK HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Scene work Text analysis (dialogues from a play or a television script)	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Scene work Interpretation of character(s) Emotional connection Vocal and physical characterisation	Voice: Intonation, tone and projection exercises Physical: Physical relationships in pairs activities Interpretation and performance skills – Scene work Interaction and development of relationships Stage space, placing of actors and movement patterns	Voice: Intonation, tone and projection exercises Physical: Physical relationships in pairs or larger groups activities Interpretation and performance skills – Scene work Interaction – listening and responsiveness, stay in character Audience contact – memorable, engaging and effective presentation	Voice: Intonation, tone and projection exercises Physical: Status play activities Interpretation and performance skills – Scene work Rehearsal, preparing for final performance	25 marks Written examination: Drama terminology Elements of drama as explored in all topics of term 3 & 4 Reflection and appreciation, analysis and application using dramatic texts: Scene work / radio drama 25 marks Equal weighting between theory and practical test
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of breathing, tone, resonance, articulation, intonation and projection PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience Rehearsal; audience behaviour and theatre etiquette					Recommendation: Exam slot on timetable to assess practical test Cognitive levels: Lower order – 30% Middle order – 40% Higher order – 30%
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Appropriate performance space: Open classroom, hall, stage CD player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUyU					
LESSON PLAN EXAMPLES	INTRODUCTORY LESSONS ON SCENE WORK https://bit.ly/3k7IRS2					
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher					
	Workbook: Text analysis of plot and time	Workbook: Diagram/ collage/ mind map of character and character analysis	Observation, side coaching and direction Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Observation, side coaching and direction Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance, self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries	
SBA (FORMAL ASSESSMENT)	Formal written and practical assessments in week 6-10					