2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 11. Term 1

Term 1	Week 1		Week 2	Week 3		Week 4		Week 5	Week 6		W	eek 7	Week 8				
		ary			ry							15-19 March					
45 days	(3 days)								(5 days)		(5	days)	(5 days)				
Topic 1	1 Baseli	ine															
Topic 2													ext. (8 hours)				
Topic 3	 27-29 January (1-5 February (5 days) (5 days																
PAT 1				hout the term	n, rehear				write on PA	T 1's	s Written	task					
				E					KNOWLEDG	Е		Teach learn	and assass on every level of				
	aking	00547040	sources or materials to create	Develop, Find out,	90%-100 %	king		innovative performance is achieved		<u> </u>		theoretical or	practical, the taxonomies of: membering, understanding, a				
	a Thir	CREATING	original product			Thin	NATURALISING			A	80% - 90%		ting, manipulating, precision				
Core Concepts, Skills, Knowledge and Values	Met al Thinking	EVALUATING	content, based on criteria or standards, comparing ideas and identifying the strengths and	Value, Defend,		Meta Thinking	ARTICULATING		Master, Modify, Revise, Adjust,	В	70% - 79%	Understand Stanislavski's uniqu					
	Procedui Thinking	ANALISING	theories, linking evidence, and seeing relationships between	Differentiate, Select, Point out, Categorise, Classify	60%-79%	rocedural	PRECISION	some errors. Precision is not perfection. It is to be clear,	Perform skilfully, Proficient, Becoming an	с	60% - 69%	Topic 2: Understand and anal	sider the text in performance				
	rceptual	APPLYING applying theories to real situation Describing what knowledge means, finding the main idd	applying theories to real situation	Solve, Use, Demonstrate,	40%-59%	P	MANIPULATING		Implement, Demonstrate,	D	40% -49%	Dev	elop vocal and physical skills				
	Cor		means, finding the main ideas, summarising or explaining new	Explain, Illustrate,	30%-39 %	king		and from instruction learnt	Perform, Execute, Present	E	50% - 59%		the PAT's first Dramatic Item				
	Ę		significance	Give examples		, Fi			Duplicate, Reproduce, Imitate,	F	20 % - 39%						
	[na]							actions. Actions consist of concepts,		G	10 - 19%						
	Fac	MEMORISING	values, attitudes, techniques, characteristics and principles in	Remember,	0%-29 %	Factu	IMITATING	techniques, characteristics and		н	0 - 9%	Indi	an Theatre, South African or				
Requisite Pre- Knowledge	Grade 10 T	Theoretical	and Practical Concept	s, Skills, Cont	ent, Valu	ies, Attitude	es, Techniqu	es, Principles, Character	ristics	<u> </u>		1					
Resources	1. Curric	ulum Cov	erage: Hours: Every	week, for a 5-o	day cycle	e per week,	teachers Ml	JST teach a minimum of	2 hours of P	ract	ical CKS	SV + a minimur	m of 2 hours of Theory C				
(other than textbook) to ensure effective		·	tion: Teachers who The Creative A 'school concert	rts teacher or '. It is a subje	a teache e ct with h	r 'intereste nigh levels	d' in Drama v of drama s	will not be qualified to pro kills and techniques as	epare learners well as high	s for Ieve	the rigou els of ac	r of subject co ademic and t	ntent. The subject is not e heoretical concepts and				
learning,	3. Venue	and Equip						-	Execute, Present E 30% - 37% Note: For the PAT's first Dramatic Item monologue/poem/prose/dramatis theatre etc. in either one of the for Africa Oral Tradition, Greek Theat Indian Theatre, South African or I								
teaching and assessment	4. Acade	emic excurs	sion: The Principal, (Circuit Manage	er and tea	acher of the	e school mus		Norms and S	•			•				
Informal								ontinuous assessment p									
Assessment		must also p	eruse the Learner wo	rkbooks and th	he Learn	er Journals	and determ	ine where the Curriculun	n gaps are an	d wh	ere re-te	aching is requ	ired.				
School Based	TASK 1	_							All the detail of	f what	t, how, whe	en and to which e	extend and level to set assessm				
Assessment			ment Task (PAT) 1						are stipulated	in the	following s	subject documen	ts:				
(Formal			ournal (25 marks)									ent Policy Staten t Task Guideline					
Internal	Pertori	mance Sect	ion: Dramatic Item 1 (25 marks)					3. Examinat				5				
Assessment)																	



basic education Department: Basic Education REPUBLIC OF SOUTH AFRICA

	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
		REVISION
of: g, app on, ar n in th que c to pra- alism onal a onal a em, s atised e follo neatre	th, depending on whether olying, analysing, evaluation ticulation and naturalisation on Theatre, its conventions ontribution to theatre actical work in the Theatre text and its and optimum use and proot and techniques for in-depth elect a I prose/praise poem/mime wing genres: African Drar a, Commedia dell Arte, Me aalism in the Theatre	on and creating on s and impact s context duction of the exploration
etical t equ t d co earne nts ar	V + 1 hour minimum c concepts. ivalent to the ntent r workbook nd t-shirts. endance of	f rehearsals
sment	/ examinations,	

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

Term 2	Week 13 - 16 /		Week 2 - 23 April	Week 3 28 -30 April	Week 4 3 - 7 May		Week 5 10 - 14 May	Week 6		Veek 7 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 J	
51 days	(4 day		(5 days)	(3 days)	(5 days)		(5 days)	(5 days			(5 days)	(5 days	
Topic 4			atre. (20 hours)									(•••••)•	
Topic 5								Play Text 2.	South African	Theatre. (8	hours)		
Topic 6	Physical [*]		rmance. (16 hou			•							
Topic 7										merican Th	eatre or Expressionist	Theatre. (16	
PAT 2				earse PAT 2's Dram	atic Items and				i task		The South African CAPS (Vurrieulum eime	
		S TAXONOMY	: S OF KNOWLED Synthesise ideas from dif	ferent Create, Design,			TAXONOM	Y : ECHNIQUE LEVE A high level of creative and		LEDGE	about the subject knowled every level of both, depen- taxonomies of:	ge they learn. T	
Topic 5Topic 6Topic 7PAT 2CoreConcepts,Skills,Knowledge,Values,attitudes andtechniquesRequisite Pre- KnowledgeResources (other than textbook) to ensure effective	a Thinkin	CREATING	sources or materials to c new perspectives or a ne original product	ew Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Thinkin	NATURALISING	innovative performance is achi with actions becoming integrat and second nature	eved No errors	A+ 90% - 95% A 80% - 90%	Bloom's: Remembering, I Dave's: Imitating, manipul		
Concepts,	Met: ral Thinking	EVALUATING	Judging the value of reso content, based on criteri standards, comparing id identifying the strengths weaknesses of scholarly	ia or Judge, leas and and Defend, Compare the value o	80%-90% f	Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated n	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B 70% - 79%	Topic 4: Understand the h Analyse the spec Perform a works	ific functions the	
Knowledge, Values,	Procedu Thinking	ANALISING	Examining the research theories, linking evidenc seeing relationships betw parts or something	e, and Differentiate, select, Point out, Categorise, Classify	60%-79%	rocedural ai ininkin	PRECISION	Actions are more precise but w some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	Proficient, Becoming an expert	C 60% - 69%	Topic 5: Understand the o Understand and Topic 6: Develop movement	ommunal Theat Analyse a South ent skills using b	
	onceptual	APPLYING	Using ideas in new ways applying theories to real situation Describing what knowled	and Solve, Use, Demonstrate, Organise	40%-59%	P	MANIPULATING	'controlled', smooth and with fir Actions are performed from me and from instruction learnt	Implement, Demonstrate	D 40% -49%	Apply physical sl Topic 7: Understand and particular society	analyse a Stylis	
	C C C	UNDERSTANDING	means, finding the main summarising or explainir ideas and their trends ar significance	ideas, Explain, ng new Illustrate.	30%-39%	hinkine O		The learner is learning or has le watch and copy instructions ar	, Nepeul,	E 50% - 59%	Note: For the PAT's Dramatic Item tw monologue/poem/prose/dramat		
	Factual 1	MEMORISING MEMORISING MEMORISING	ls, Name, ques, Remember,	0%-29%	Factual T	IMITATING	actions. Actions consist of conc content, values, attitudes, skills, techniques, characteristics and principles in the subject	d Duplicate, epts, Reproduce, Imitate, Copy	G 10-19% H 0-9%	theatre etc. in either one of the f Africa Oral Tradition, Greek The Indian Theatre, South African of Stylised Theatre			
•	Grade 10	and 11 Theore	your subject	al Concepts, Skills, C	Content, Value	s, Attitudes	s, Technique		acteristics		Stylised meane		
Resources	1. Curric	ulum Covera		veek, for a 5-day cycle	per week, teac	hers MUST	teach a minir	num of 2 hours of P	ractical CKSV +	⊦ a minimum (of 2 hours of Theory CKS	V + 1 hour mi	
•	2. Teach	er qualificatior	after school 1: Teachers who to	each this subject must	have a minimu	m of a thre	e-vear Bache	elor's degree in Dra	ma . This is a spe	ecialised subi	ect with difficult theoretical	concepts.	
			The Creative Ar	ts teacher or a teacher	r 'interested' in l	Drama will r	not be qualifie	d to prepare learner	for the rigour of	f subject cont	ent. The subject is not equ	ivalent to the	
	2 Vanua	and Equipmo									eoretical concepts and co		
learning,	J. Venue										y Texts, Play Texts, learne Ird black track suit pants a		
teaching and	4 Acade					, , , ,	IIIEIII. COSIUII					nd t-shirts.	
	II /Iouuo	mic excursion		Circuit Manager and te			udget in the s	chool's Norms and			earner, and arrange the at		
assessment			al learners of a	live Professional The	eatre Performa	nce at a Pr	udget in the s rofessional T	chool's Norms and heatre.	Standards for or		earner, and arrange the at		
Informal	Educators	must continua	al learners of a ally and directly e	live Professional The ngage the learners in	eatre Performa n diagnostic, fo	nce at a Pr prmative ar	udget in the s ofessional T nd continuou	chool's Norms and heatre. is assessment prac	tices.	ne ticket per l			
	Educators Educators	must continua	al learners of a ally and directly e	live Professional The	eatre Performa n diagnostic, fo	nce at a Pr prmative ar	udget in the s ofessional T nd continuou	chool's Norms and heatre. is assessment prac	tices.	ne ticket per l			
Informal	Educators Educators TASK 2 Performation • Writter	must continua must also per nce Assessm n Section: Re	al learners of a ally and directly e use the Learner ent Task (PAT) esearch/Essay (2	live Professional The ngage the learners in workbooks and the L 2 25 marks)	eatre Performa n diagnostic, fo	nce at a Pr prmative ar	udget in the s ofessional T nd continuou	chool's Norms and heatre. is assessment prac	tices.	ne ticket per l			
Informal	Educators Educators TASK 2 Performate • Writte • Performate	must continua must also per nce Assessm n Section: Re	al learners of a ally and directly e use the Learner ent Task (PAT)	live Professional The ngage the learners in workbooks and the L 2 25 marks)	eatre Performa n diagnostic, fo	nce at a Pr prmative ar	udget in the s ofessional T nd continuou	chool's Norms and heatre. Is assessment prace the Curriculum ga	Standards for or tices. aps are and wh the detail of wl	ne ticket per l ere re-teach hat, how, wh	ing is required.	endance of	
Informal Assessment School Based	Educators Educators TASK 2 Performation Writte Perfor TASK 3	must continua must also per nce Assessm on Section: Re rmance Section	al learners of a ally and directly e use the Learner ent Task (PAT) esearch/Essay (2	live Professional The ngage the learners in workbooks and the L 2 25 marks) m 2 (25 marks)	eatre Performa n diagnostic, fo	nce at a Pr prmative ar	udget in the s ofessional T nd continuou	chool's Norms and heatre. Is assessment prace the Curriculum ga	Standards for or tices. aps are and wh the detail of wh stipulated in the Curriculum ar	he ticket per lengther to the ticket per lengther termination of terminatio of termination of	ing is required.	endance of	



Rk 9 Week 10 Week 11 21 – 25 June ays) REVISION S days) Image: The second			
ays) (4 days) 5 days) REVISION REVISION 16 hours) REVISION ims to create learners that can think critically and creatively n. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the ig, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre is that theatre serves in societly e, based on an issue of concern is that theatre serves in societly is based on an issue of concern is that theatre serves in South Africa outh African Theatre Text in context ing basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a thinques within an individual performance two, select a alised prose/praise poem/mime/physical ie following genres: African Drama Forms, heatre, commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatresals f	ek 9	Week 10	
Id hours) REVISION Ims to create learners that can think critically and creatively to To develop thinking citizens, teach, learn and assess on the the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre is that theatre serves in society is theatre serves in society is exact of the theoretical or practical process in South Africa Dreatre Making process in South Africa on theatre Text in context in g basic elements of Laban's Movement Analysis comance yilsed form of Theatre or a Theatre movement in a thinques within an individual performance two, select a taised prose/praise poem/mime/physical te following genres: African Drama Forms, Theatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre Physical Theatre, for Realism in the Theatre, Physical Theatre, or Realism in the Theatre is the theoretical of the arts is defined and the physical theatre is the theoretical of the arts and the physical theatre, for theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is the theoretical of the arts and the physical theatre is theoretical theatre is the physical theatre is the physic	June	14 – 18 June	21 – 25 June
16 hours) ims to create learners that can think critically and creatively h. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre e that theatre serves in society ie, based on an issue of concern ieatre Making process in South Africa outh African Theatre Text in context ig basic elements of Laban's Movement Analysis ormance yilsed form of Theatre or a Theatre movement in a chniques within an individual performance two, select a uatised prose/praise poem/mime/physical ie following genres: African Drama Forms, heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, f	ays)	(4 days)	5 days)
16 hours) ims to create learners that can think critically and creatively h. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre e that theatre serves in society ie, based on an issue of concern ieatre Making process in South Africa outh African Theatre Text in context ig basic elements of Laban's Movement Analysis ormance yilsed form of Theatre or a Theatre movement in a chniques within an individual performance two, select a uatised prose/praise poem/mime/physical ie following genres: African Drama Forms, heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, f			
16 hours) ims to create learners that can think critically and creatively h. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre e that theatre serves in society ie, based on an issue of concern ieatre Making process in South Africa outh African Theatre Text in context ig basic elements of Laban's Movement Analysis ormance yilsed form of Theatre or a Theatre movement in a chniques within an individual performance two, select a uatised prose/praise poem/mime/physical ie following genres: African Drama Forms, heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, f			
ims to create learners that can think critically and creatively . To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre is that theatre serves in society the, based on an issue of concern heatre Making process in South Africa both African Theatre Text in context ng basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a chniques within an individual performance two, select a hatised prose/praise poem/mime/physical le following genres: African Drama Forms, 'heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, and the theatres also f		R	EVISION
n. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre at the theoretical or practical, the theatre serves in society is, based on an issue of concern heatre Making process in South Africa Duth African Theatre Text in context ing basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a chniques within an individual performance two, select a hattee prose/praise poem/mime/physical is formedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatres. ne the infimum of rehearsals	16 hours)		
n. To develop thinking citizens, teach, learn and assess on her the content is the theoretical or practical, the g, applying, analysing, evaluation and creating ion, articulation and naturalisation of South African Theatre at the theoretical or practical, the theatre serves in society is, based on an issue of concern heatre Making process in South Africa Duth African Theatre Text in context ing basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a chniques within an individual performance two, select a hattee prose/praise poem/mime/physical is formedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatres. ne the infimum of rehearsals	· · · · · · · · · · · · · · · · · · ·		- 20 U U
ion, articulation and naturalisation of South African Theatre to that theatre serves in society the, based on an issue of concern theatre Making process in South Africa both African Theatre Text in context ing basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a chniques within an individual performance two, select a hatised prose/praise poem/mime/physical the following genres: African Drama Forms, Theatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, f	n. To develop t	thinking citizens, teach	n, learn and assess on
s that theatre serves in society le, based on an issue of concern heatre Making process in South Africa buth African Theatre Text in context ing basic elements of Laban's Movement Analysis ormance ylised form of Theatre or a Theatre movement in a chniques within an individual performance two, select a hatised prose/praise poem/mime/physical le following genres: African Drama Forms, 'heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, f			nd creating
shniques within an individual performance two, select a patised prose/praise poem/mime/physical pe following genres: African Drama Forms, Theatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre, or Realism in the Theatre, Physical Theatre, minimum of rehearsals	s that theatre s he, based on a heatre Making buth African Th ng basic eleme ormance	serves in society n issue of concern process in South Afric heatre Text in context ents of Laban's Movern	nent Analysis
ne f	chniques withir two, select a natised prose/p ne following ge Theatre, Comm	n an individual perform praise poem/mime/phy nres: African Drama F nedia dell Arte, Mediev	iance isical forms, val Theatre,
ne f			
f	minimum o	f rehearsals	
f o set assessment / examinations,	ie		
o set assessment / examinations,			
o set assessment / examinations,	f		
o set assessment / examinations,			
	o set asses	sment / examinatic	ins,

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

Term 3	Week 1		Week 2	Week 3	We	Week 4 Week 5		5 Weel	6	Week 7	, 	Week 8	Week 9	Week 10	Week 11		
52 days	13 - 16 April		19 - 23 April 28 -30			August	10 - 13 A		U	23 -27 Aug	·	30 – 3 Sept	6 -10 Sept	13-17 Sept	20-23 Sept		
	(4 da		(5 days)	(3 days)	(5 d	ays)	(4 day	vs) (5 da	/S)	(5 days))	(4 Days)	(5 days)	(5 days)	(4 days)		
Topic 8	Play Text	3. Stylised T	heatre. (14 hour	rs)				D : (<u> </u>	- 41 - 1					REVISION		
Topic 9				DATA: D	<u></u>				V	in the Thea	atre or	Film. (6 hours)					
PAT 3		-		earse PAT 3's Drama	tic items				n task								
		S TAXONOM' TICAL LEVEI	LS OF KNOWLED	DGE			S TAXONOM' ICAL AND TI	T: ECHNIQUE LEVELS	OF KNOW	LEDGE				to create learners that can think critically e they learn. To develop thinking citizens,			
Core	Thinking	CREATING	Synthesise ideas from dif sources or materials to c new perspectives or a ne original product	reate Eormulate Make up	90%-100 %	hinking		A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++ 95%-100% A+ 90% - 95% A 80% - 90%	tea the	ch, learn and asses theoretical or pract	s on every level of ical, the taxonomie	both, depending on v s of:	hether the content is		
	Meta al Thinking	EVALUATING	Judging the value of res content, based on criter standards, comparing id identifying the strengths weaknesses of scholarly	earch or ia or Judge, Value, and Defend,	80%-90%	Meta T Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manr	Adapt, Combine,	B 70% - 79%	Dav	 cloom's: Remembering, understanding, applying, analysing, evaluation and creaters: Imitating, manipulating, precision, articulation and naturalisation copic 8: Understand and analyse the principles of stylisation as an artistic and 					
Concepts, Skills, Knowledge, Values,	Procedura Thinking	ANALISING	Examining the research theories, linking evidenc seeing relationships betw parts or something	on Compare, e, and Differentiate,	60%-79%	ocedural .	PRECISION	Actions are more precise but with s some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	II Perform skilfully, Proficient, Becoming an	C 60% - 69%		studied in To	and analyse the tex pic 7	ext as an example of the Dramatic Moveme			
attitudes and techniques	nceptual T	APPLYING	Using ideas in new ways applying theories to real situation Describing what knowled	Demonstrate, Organise	40%-59%	Pr	MANIPULATING	'controlled', smooth and with finess Actions are performed from memor	expert Implement, Demonstrate, Re-create, Repea	D 40%-49%					signer in Theatre or		
	Co	UNDERSTANDING means, finding the main ideas, summarising or explaining new ideas and their trends and Give examples		30%-3 9 %			and from instruction learnt The learner is learning or has learnt	Perform, Execute, Present	E 50% - 59%	Not	monologue/p		ee, select a sed prose/praise poe ollowing genres: Afric				
	Factual T	MEMORISING	significance Remembering the conce content, knowledge, skil values, attitudes, technic characteristics and princ your subject	lls, Name, ques, Remember,	0%-29%			watch and copy instructions and actions. Actions consist of concepts content, values, attitudes, skills, techniques, characteristics and principles in the subject	Duplicate	G 10-19%		Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Indian Theatre, South African or Realism in the Theatre, Physical Th Stylised Theatre					
Requisite Pre- Knowledge	Grade 10	and 11 Theor	etical and Practica	al Concepts, Skills, C	ontent, Va	lues, Attit	udes, Technic	ques, Principles, Cha	racteristics								
Resources	1. Curric	culum Cove	rage: Hours: Eve	ry week, for a 5-day o	ycle per v	veek, teac	hers MUST te	each a minimum of 2	hours of Pr	actical CK	SV + a	minimum of 2 hou	rs of Theory CKS	/ + 1 hour minimum	of rehearsals		
(other than textbook) to ensure	2. Teach	ner qualificat	The Creative	ol no teach this subject r e Arts teacher or a tea ert'. I t is a subject w	icher 'inte	rested' in l	Drama will no	t be qualified to prep	are learners	for the rigo	ur of su	ubject content. The	subject is not equi	valent to the			
effective	3. Venue	e and Equipn		Dramatic Arts rehears													
learning, teaching and assessment			learner journ on: The Principa	nal. Note the subject (al, Circuit Manager ar of a live Professiona	does NOT nd teacher	require lig	ghting equipm hool must buc	ent, costumes and n lget in the school's N	nake up. The	e performan	ices are	e in standard black	track suit pants an	d t-shirts.			
Informal	Educators	must continu	ally and directly e	ngage the learners in	diagnosti	c, formativ	ve and continu	ious assessment pra	ctices.								
Assessment	Educators	must also pe	ruse the Learner	workbooks and the Le	earner Jou	irnals and	determine wh	nere the Curriculum g	aps are and	l where re-t	eachin	g is required.					
School Based Assessment	(PAT)	nce Assessn en Section: R				 All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: Curriculum and Assessment Policy Statement Performance Assessment Task Guideline 											
			ion: Dramatic Ite						3. Exa	mination G	uideline	s					



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

Term 4	Week 1 5 - 8 October (4 days)		Week 2 11 - 15 October	Week 3 18 - 22 October	Week 25 - 29 Oc		Week 5 5 - 8 October	Week 6 9-13 Octob		Week 7 16-20 October	Week 8 23-27 October	Week 9 30 Dec -3 Nov	Week 10 6-10 November			
47 days			(5 days)	(5 days)	(5 day		(4 days)	(5 days)		(5 days)	(5 days)	(5 days)	(5 days)			
Topic 10		tre. (12 hour				, ,										
Topic 11	Preparatio	on of Perform	nance/Practical work	. (10 hours minimu	um). Theme/Au	dition/Techn	ical Examination pr	ogramme				Topic 12 REVISION				
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S	TAXONOMY		Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce 90% Judge, Value, Defend, Compare the value of 80% Compare, Differentiate, Select, Point out, Categorise, Classify 60% Select, Sketch Solve Use 50/4	DAVE'	S TAXONON	Arian an action of the performance is achieve with actions becoming integrated and second nature Actions are performed in a harmonious and coordinated man Actions are more precise but with some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with fines	G OF KNOWLE Flawless, No errors, Create, Invent Adapt, Combine, Master, Modify, Revise, Adjust, Custornise, Solve fill Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat,	A++ 95%-100% A+ 90% - 95% A 80% - 90% B 70% - 79% C 60% - 69% D 40% - 49%	critically and thinking citize whether the c Bloom's: Re creating Dave's: Imita Topic 10: Un Ap Un Afr	rican CAPS Curriculum a creatively about the subj ens, teach, learn and ass content is the theoretical membering, understandi ating, manipulating, preci- derstand the concept of ply Poor Theatre technic iderstand the role of Jerz iderstand the relevance of rican context	ect knowledge they lea ess on every level of be or practical, the taxono ng, applying, analysing sion, articulation and na Poor Theatre jues to the development by Grotowski as a Theatre of Poor Theatre technic	rn. To develop oth, depending on mies of: , evaluation and aturalisation t of a Drama Item tre innovator			
Requisite Pre-	Factual Thinking	UNDERSTANDING MEMORISING	means, finding the main ideas, summarising or explaining new ideas and their trends and significance Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	Give examples	6-39% 29%	Factual Thinking	The learner is learning or has learn watch and copy instructions and actions. Actions consist of concep content, values, attitudes, skills, techniques, characteristics and principles in the subject	Duplicate	E 50% - 59% F 20% - 39% G 10 - 19% H 0 - 9%	Ap Dr Topic 12 : Re	 opic 11: Integrate voice, vocal, body and movement skills Apply Theatre performance skills and techniques to three contrasting Dramatic Items opic 12: Revise theoretical and performance content, concepts, skills, knowledge, values, attitudes, techniques, principles and characteristic 					
Knowledge			etical and Practical Co													
Resources (other than textbook) to ensure effective learning, teaching and assessment	 Curricu Teacher Venue Acader 	ulum Covera er qualification and Equipme mic excursion	 ge: Hours: Every week, after school n: Teachers who teach The Creative Arts tea 'school concert'. It is nt: Dedicated Dramatic learner journal. Note n: The Principal, Circuir al learners of a live l 	for a 5-day cycle per this subject must hav acher or a teacher 'int a subject with high Arts rehearsal room/o the subject does NO t Manager and teache Professional Theatr	week, teachers M e a minimum of a erested' in Drama levels of drama double classroom T require lighting er of the school m e Performance a	IUST teach a three-year B will not be qu skills and tec with wooden f equipment, cc ust budget in t t a Profession	minimum of 2 hours of achelor's degree in D alified to prepare learne hniques as well as hig floor, 4 wooden Cubic's ostumes and make up. the school's Norms an nal Theatre.	Practical CKS ama. This is a s ars for the rigour h levels of aca 4 flats, Textboo he performance I Standards for	specialised s of subject of ademic and ok, DVDs of es are in sta	subject with difficult t content. The subject theoretical concep Play Texts, Play Te ndard black track su	is not equivalent to the its and content xts, learner workbook it pants and t-shirts.	mum of rehearsals				
Informal			ally and directly engag													
Assessment		must also per	ruse the Learner work	books and the Lear									70			
School Based Assessment	TASK 6 End-of-Ye	ar Examinati	ion: Written. (150 ma	rks)	examination	ns, are stipula	w, when and to which ated in the following s essment Policy State	ubject docume		1. 5	GRESSION AND PRON SBA = 40% PAT = 20%		115:			
	TASK 7		ion: Performance. (15		2. Perform 3. Examin		sment Task Guideline		-	End-of-Year Examination: Written 20% End-of-Year Examination: Performance						

