

SUGGESTED PLANNING of TEACHING and ASSESSMENT


Grade 8 Creative Arts: Drama 2021

TERM 1: 45 DAYS	Week 1 (3 days) 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 (4 days) 23-26 March	Week 10 (3 days) 29-31 March
CAPS Topics	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	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. Physical: posture (neutral position), release tension and establish trust activities.</p> <p>Research for short improvisation: Theme related to a social or environmental issue. Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.</p> <p>Media Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).</p>	<p>Voice: relaxation – restful alertness and breathing exercises. Physical: posture (neutral position), release tension and establish trust activities.</p> <p>Research for short improvisation: Theme related to a social or environmental issue. Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.</p> <p>Media Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).</p>	<p>Voice: relaxation – restful alertness and breathing exercises. Physical: posture (neutral position) and release tension activities.</p> <p>Devise topic from research: Develop structure for performance: plot, characters, time, place, space and audience.</p>	<p>Voice: relaxation and breathing exercises. Physical: posture (neutral position) and body as an instrument of expression activities.</p> <p>Shape and focus the performance: Exploration of space and time e.g. playback, jumps in time, different time and place, flashbacks. Use of symbols.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position) and body as an instrument of expression activities.</p> <p>Shape and focus the performance: Audibility of spoken dialogue.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities.</p> <p>Shape and focus the performance: Finding a clear focus: remove unnecessary/confusing dialogue and movements.</p>	<p>Voice: breath control and capacity, and resonance exercises. Physical: posture (neutral position), develop concentration and focus activities.</p> <p>Shape and focus the performance: Developing and sustaining dramatic tension.</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>
Requisite Pre-knowledge	<p>VOICE Basic skills and understanding of breathing 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>									
Resources (other than textbook) to enhance learning	<p>Appropriate performance space: Open Classroom / Hall / Stage</p> <p>CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone</p> <p>Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers</p> <p>Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker</p> <p>https://drive.google.com/open?id=1JCm_KE5yzzfHb2nKq15sdtkLDigDTGWJU</p> <p>Lesson Plans: https://bit.ly/37WLphE</p>									
Informal Assessment and Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p> <p>Workbook: research on topic using variety of stimuli as provided by teacher.</p> <p>Workbook: research on topic using variety of stimuli as provided by teacher.</p> <p>Workbook: mind map of elements of drama and skeleton of plot of the play.</p> <p>Workbook: visual representation of use of time – storyboard. Worksheet on use and meaning of symbols.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Workbook: critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology.</p>									
SBA (Formal Assessment)	Formal Practical Assessment in Weeks 8 – 10.								Formal Assessment Task: Improvised Drama Performance 50 marks assessed with a rubric	



TERM 2: 51 DAYS	Week 1 (4 days) 13-16 April	Week 2 19-23 April	Week 3 (4 days) 26-30 April	Week 4 3-7 May	Week 5 10-14 May	Week 6 17-21 May	Week 7 24-28 May	Week 8 - 11 31 May – 25 June
CAPS Topics	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: SA Poetry / Praise Poetry; Appreciation and Reflection	
Concepts, Skills and Values *SA Poetry 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 - SA Poem Text analysis – expressing piece in own words.	Voice: relaxation, breathing and tone exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills - SA Poem Vocal clarity, pitch, pace, pause, tone, volume and emphasis.	Voice: breathing, tone and resonance exercises. Physical: posture, focus and control activities. Interpretation and Performance Skills - SA Poem Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement.	Voice: breathing, tone and resonance exercises. Physical: posture, focus and control activities. Interpretation and Performance Skills - SA Poem Integrating verbal characterisation and physical expressiveness: appropriate use of movement and/or stillness.	Voice: articulation, breathing and resonance exercises. Physical: explore movement dynamics and relaxation activities. Interpretation and Performance Skills - SA Poem Audience contact - memorable, engaging and effective presentation.	Voice: articulation, breathing and resonance exercises. Physical: focus, control and relaxation activities. Interpretation and Performance Skills - SA Poem Rehearsal towards performance.	Voice: articulation, breathing and resonance exercises. Physical: focus, control and relaxation activities. Interpretation and Performance Skills - SA Poem Final rehearsal towards performance.	Practical Examination: Individual / Small Group Performance Vocal and physical skills. Interpretation & performance of texts: South African / Praise Poetry 50 marks Written Examination: Drama Terminology Elements of Drama as explored in all topics of term 1 & 2. Reflection and appreciation, analysis and application using dramatic texts: South African / Praise Poetry 50 marks Equal weighting between theory and practical examination. Recommendation: exam slot on timetable to assess practical examination. Cognitive levels: Lower order – 30%; Middle order - 40%; Higher order - 30%
Requisite Pre-knowledge	<p style="text-align: center;">VOICE Basic skills and understanding of breathing, tone, resonance and articulation.</p> <p style="text-align: center;">PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p style="text-align: center;">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.</p>							
Resources (other than textbook) to enhance learning	<p style="text-align: center;">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=1Jcm_KE5vzfHb2nKq15sdtklDgDTGWJU</p>							
Lesson Plan Examples	<p style="text-align: center;">INTRODUCTORY LESSONS ON POETRY PERFORMANCE Lesson Plans: https://bit.ly/3IEYT6E</p> <p style="text-align: center;">STRENGTHENING SKILL IN POETRY PERFORMANCE Lesson Plans: https://bit.ly/36nNNPa</p>							
Informal Assessment and Remediation	<p style="text-align: center;">Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p>							
SBA (Formal Assessment)	Formal Written and Practical Assessments in Weeks 8 – 11.							

TERM 3: 52 DAYS	Week 1 (4 days) 13-16 July	Week 2 19-23 July	Week 3 26-30 July	Week 4 2-6 August	Week 5 (4 days) 10-13 August	Week 6 16-20 August	Week 7 23-27 August	Week 8 30 Aug – 3 Sept	Week 9 6-10 Sept	Week 10 13-17 Sept	Week 11 (4 days) 20-23 Sept
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	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	Dramatic skills development; Drama elements in playmaking; Appreciation and Reflection	Appreciation and Reflection; Media	Appreciation and Reflection; Media	Appreciation and Reflection; Media
Concepts, Skills and Values *Improvised Drama	<p>Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities.</p> <p>Improvisation based on a theatre style: Choose only one: - comedy - tragedy - musical - puppetry</p> <p>Media Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles).</p>	<p>Voice: relaxation and breathing exercises. Physical: posture (neutral position), physical loosening and energizing of the body activities.</p> <p>Improvisation based on a theatre style: Develop structure for performance: plot, characters, time, place, space and audience.</p> <p>Media Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles).</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: trust activities with partners and in small groups.</p> <p>Improvisation based on a theatre style: Most important moments/highlights, effective words or dialogue and crucial movements.</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: mirror work (using slow, controlled mirroring of narrative mime sequences).</p> <p>Improvisation based on a theatre style: Technical resources to enhance the performance: - props - set pieces - costume pieces</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: lead and follow movements in pairs, small groups and as a class.</p> <p>Improvisation based on a theatre style: Technical resources to enhance the performance: - sound - basic lighting</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics.</p> <p>Improvisation based on a theatre style: Practise the drama and refine for final performance.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore character and mood through movement.</p> <p>Improvisation based on a theatre style: Practise the drama and refine for final performance.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore character and mood through movement.</p> <p>Improvisation based on a theatre style: Practise the drama and refine for final performance.</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>	<p>FORMAL PRACTICAL ASSESSEMENT</p> <p>Classroom improvised drama</p> <p>OR</p> <p>Recording/filming of improvised drama</p>
Requisite Pre-knowledge	<p>VOICE Basic skills and understanding of articulation, 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 PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</p>										
Resources (other than textbook) to enhance learning	<p>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=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU</p>										
Informal Assessment and Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p> <p>Workbook: exploring and selecting drama styles.</p> <p>Workbook: mind map of elements of drama and skeleton of plot of the play.</p> <p>Observation, side coaching and direction on application of time.</p> <p>Workbook: costume design, list of props and set design.</p> <p>Workbook: design of sound and lighting. Teacher observation and guidance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Workbook: critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology.</p>										
SBA (Formal Assessment)	Formal Practical Assessment in Weeks 9 – 11.									Formal Assessment Task: Improvised Drama Performance 50 marks assessed with a rubric	

TERM 4: 47 DAYS	Week 1 (4 days) 5-8 October	Week 2 11-15 October	Week 3 18-22 October	Week 4 25-29 October	Week 5 1-5 November	Week 6 - 10 8 November – 8 December
CAPS Topics	Dramatic skills development; Interpretation & Performance: Dialogues / Dramatised Prose / Indigenous Storytelling	Dramatic skills development; Interpretation & Performance: Dialogues / Dramatised Prose / Indigenous Storytelling	Dramatic skills development; Interpretation & Performance: Dialogues / Dramatised Prose / Indigenous Storytelling; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: Dialogues / Dramatised Prose / Indigenous Storytelling; Appreciation and Reflection	Dramatic skills development; Interpretation & Performance: Dialogues / Dramatised Prose / Indigenous Storytelling; Appreciation and Reflection	<p>Practical Examination: Individual OR Small Group Performance Vocal and physical skills. Interpretation & performance of texts: Dialogues / Dramatised Prose / Indigenous Storytelling 50 marks</p> <p>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: Dialogues / Dramatised Prose / Indigenous Storytelling 50 marks</p> <p>Equal weighting between theory and practical examination.</p> <p>Recommendation: exam slot on timetable to assess practical examination.</p> <p>Cognitive levels: Lower order – 30%; Middle order - 40%; Higher order - 30%</p>
Concepts, Skills and Values	Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. *Dialogues has been selected for this planning template. Interpretation and Performance Skills - Dialogues Text analysis	Voice: relaxation and breathing exercises. Physical: posture (neutral position), release tension, loosen and energise the body activities. Interpretation and Performance Skills - Dialogues Interpretation of character/s. Emotional connection. Vocal and physical characterization.	Voice: articulation and projection exercises. Physical: physical relationships in pairs. Interpretation and Performance Skills - Dialogues Interaction and development of relationship. Stage space, placing of actors and movement patterns.	Voice: articulation and projection exercises. Physical: physical relationships in pairs. Interpretation and Performance Skills - Dialogues Interaction - listening and responsiveness, stay in character. Audience contact - memorable, engaging and effective presentation.	Voice: articulation and projection exercises. Physical: focus and control activities. Interpretation and Performance Skills - Dialogues Rehearsal, preparing for final performance.	
Requisite Pre-knowledge	<p>VOICE Basic skills and understanding of breathing, tone, resonance, articulation and projection.</p> <p>PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p>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.</p>					
Resources (other than textbook) to enhance learning	<p>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=1JCm_KE5yzzfHb2nKq15sdtklDigDTGWJU</p>					
Lesson Plan Examples	<p>INTRODUCTORY LESSONS ON DIALOGUES https://bit.ly/3k7IRS2 </p>					
Informal Assessment and Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p> <p>Workbook: text analysis of dialogue – style, plot, characters, setting and time.</p> <p>Workbook: diagram / collage / mind map of character and character analysis.</p> <p>Observation, side coaching, direction and peer assessment. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.</p> <p>Observation, side coaching, direction and peer assessment. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.</p> <p>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.</p>					
SBA (Formal Assessment)	Formal Written and Practical Assessments in Weeks 6 – 10.					