

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

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)		
Topic 1	1. Baseline assessment 2. Revision	Realism in the Theatre and Konstantin Stanislavski. (18 hours)							REVISION			
Topic 2						Play Text 1. Realism in the Theatre Text. (8 hours)						
Topic 3		Voice and Body work. (10 hours minimum)										
PAT 1		Continue to, throughout the term, rehearse PAT 1’s Dramatic Items and research and write on PAT 1’s Written task										
Core Concepts, Skills, Knowledge and Values	BLOOM’S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE’S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE					Teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of: Bloom’s: Remembering, understanding, applying, analysing, evaluation and creating Dave’s: Imitating, manipulating, precision, articulation and naturalisation Topic 1: Understand the rise of Realism in the Theatre, its conventions and impact on drama Understand Stanislavski’s unique contribution to theatre Apply the Stanislavski system to practical work Topic 2: Understand and analyse a Realism in the Theatre text and its context Consider the text in performance Topic 3: Understand the correct, functional and optimum use and production of the human voice Develop vocal and physical skills and techniques for in-depth exploration of Characterisation Note: For the PAT’s first Dramatic Item, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre		
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent		A++ A+ A	95%-100% 90% - 95% 80% - 90%
		EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%		ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve		B	70% - 79%
	Procedural Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Procedural Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, ‘controlled’, smooth and with finesse	Perform skilfully, Proficient, Becoming an expert		C	60% - 69%
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%		MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present		D E	40% -49% 50% - 59%
	Conceptual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	Conceptual Thinking	IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Repeat, Duplicate, Reproduce, Imitate, Copy		F G H	20 % - 39% 10 - 19% 0 - 9%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%							
	Requisite Pre-Knowledge	Grade 10 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics										
Resources (other than textbook) to ensure effective learning, teaching and assessment	1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school 2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor’s degree in Drama . This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher ‘interested’ in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the ‘school concert’. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content 3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic’s, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. 4. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school’s Norms and Standards for one ticket per learner, and arrange the attendance of al learners of a live Professional Theatre Performance at a Professional Theatre .											
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.											
School Based Assessment (Formal Internal Assessment)	TASK 1 Performance Assessment Task (PAT) 1 • Written Section: Journal (25 marks) • Performance Section: Dramatic Item 1 (25 marks)					All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guidelines 3. Examination Guidelines						

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

Term 2 51 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 days)	Week 6 17 -21 May (5 days)	Week 7 24 - 28 May (5 days)	Week 8 31 May – 4 June (5 days)	Week 9 7 – 11 June (5 days)	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June 5 days)					
Topic 4	South African Theatre. (20 hours)									REVISION						
Topic 5						Play Text 2. South African Theatre. (8 hours)										
Topic 6	Physical Theatre Performance. (16 hours)															
Topic 7		Stylised Theatre: Either: Elizabethan Theatre or Asian Theatre or Pan African Theatre or Contemporary American Theatre or Expressionist Theatre. (16 hours)														
PAT 2	Continue to, throughout the term, rehearse PAT 2’s Dramatic Items and research and write on PAT 2’s Written task															
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM’S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE’S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				<p>The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom’s: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave’s: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 4: Understand the hybrid nature of South African Theatre Analyse the specific functions that theatre serves in society Perform a workshoped scene, based on an issue of concern</p> <p>Topic 5: Understand the communal Theatre Making process in South Africa Understand and Analyse a South African Theatre Text in context</p> <p>Topic 6: Develop movement skills using basic elements of Laban’s Movement Analysis Apply physical skills to a performance</p> <p>Topic 7: Understand and analyse a Stylised form of Theatre or a Theatre movement in a particular society Use Stylised performance techniques within an individual performance</p> <p>Note: For the PAT’s Dramatic Item two, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre, Physical Theatre, Stylised Theatre</p>							
	Meta Thinking Procedural Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking Procedural Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature					Flawless, No errors, Create, Invent	A++ A+ A	95%-100% 90% - 95% 80% - 90%	
		EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%		ARTICULATING	Actions are performed in a harmonious and coordinated manner					Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%	
		ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%		PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse					Perform skillfully, Proficient, Becoming an expert	C	60% - 69%	
	Conceptual Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Conceptual Thinking	MANIPULATING	Actions are performed from memory and from instruction learnt					Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E	40% -49% 50% - 59%	
		UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%		Factual Thinking	IMITATING					The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Repeat, Duplicate, Reproduce, Imitate, Copy	F G H	20 % - 39% 10 - 19% 0 - 9%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%											
Requisite Pre-Knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics															
Resources (other than textbook) to ensure effective learning, teaching and assessment	<p>1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school</p> <p>2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor’s degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher ‘interested’ in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the ‘school concert’. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content</p> <p>3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts.</p> <p>4. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of all learners of a live Professional Theatre Performance at a Professional Theatre.</p>															
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.															
School Based Assessment (Formal Internal Assessment)	<p>TASK 2 Performance Assessment Task (PAT) 2</p> <ul style="list-style-type: none">Written Section: Research/Essay (25 marks)Performance Section: Dramatic Item 2 (25 marks) <p>TASK 3 Mid-Year Control Test: Written (100 marks)</p> <p>TASK 4 Mid-Year Control Test: Performance (100 marks)</p>					<p>All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents:</p> <ol style="list-style-type: none">Curriculum and Assessment Policy Statement2Performance Assessment Task GuidelinesExamination Guidelines										

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

Term 3 52 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 2 - 6 August (5 days)	Week 5 10 - 13 August (4 days)	Week 6 16 - 20 August (5 days)	Week 7 23 -27 August (5 days)	Week 8 30 – 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 8	Play Text 3. Stylised Theatre. (14 hours)									REVISION				
Topic 9						Director or Designer in the Theatre or Film. (6 hours)								
PAT 3	Continue to, throughout the term, rehearse PAT 3’s Dramatic Items and research and write on PAT 3’s Written task													
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM’S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE					DAVE’S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE					<p>The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom’s: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave’s: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 8: Understand and analyse the principles of stylisation as an artistic and theatrical choice</p> <p>Understand and analyse the text as an example of the Dramatic Movement studied in Topic 7</p> <p>Topic 9: Understand the role and function of the Director or Designer in Theatre or Film</p> <p>Note: For the PAT’s Dramatic Item three, select a monologue/poem/prose/dramatised prose/praise poem/mime/physical theatre etc. in either one of the following genres: African Drama Forms, Africa Oral Tradition, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African or Realism in the Theatre, Physical Theatre, Stylised Theatre</p>			
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++ A+ A			95%-100% 90% - 95% 80% - 90%	
		EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%		Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve			B	70% - 79%
		ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%			Meta Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse			Perform skillfully, Proficient, Becoming an expert	C
	Procedural Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Procedural Thinking			MANIPULATING	Actions are performed from memory and from instruction learnt			Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E
		UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%		Procedural Thinking		IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject			Repeat, Duplicate, Reproduce, Imitate, Copy	F G H
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%			Procedural Thinking						
	Requisite Pre-Knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics												
Resources (other than textbook) to ensure effective learning, teaching and assessment	<p>1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school</p> <p>2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor’s degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher ‘interested’ in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the ‘school concert’. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content</p> <p>3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic’s, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts.</p> <p>4. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school’s Norms and Standards for one ticket per learner, and arrange the attendance of al learners of a live Professional Theatre Performance at a Professional Theatre.</p>													
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.													
School Based Assessment	TASK 5 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 3. Examination Guidelines							

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

Term 4 47 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October (5 days)	Week 3 18 - 22 October (5 days)	Week 4 25 - 29 October (5 days)	Week 5 5 - 8 October (4 days)	Week 6 9-13 October (5 days)	Week 7 16-20 October (5 days)	Week 8 23-27 October (5 days)	Week 9 30 Dec -3 Nov (5 days)	Week 10 6-10 November (5 days)				
Topic 10	Poor Theatre. (12 hours)							Topic 12 REVISION						
Topic 11	Preparation of Performance/Practical work. (10 hours minimum). Theme/Audition/Technical Examination programme													
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of: Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 10: Understand the concept of Poor Theatre Apply Poor Theatre techniques to the development of a Drama Item Understand the role of Jerzy Grotowski as a Theatre innovator Understand the relevance of Poor Theatre techniques within the South African context Topic 11: Integrate voice, vocal, body and movement skills Apply Theatre performance skills and techniques to three contrasting Dramatic Items Topic 12: Revise theoretical and performance content, concepts, skills, knowledge, values, attitudes, techniques, principles and characteristics					
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature				Flawless, No errors, Create, Invent	A++ A+ A	95%-100% 90% - 95% 80% - 90%
		EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%		ARTICULATING	Actions are performed in a harmonious and coordinated manner				Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%
	Procedural Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Procedural Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse				Perform skillfully, Proficient, Becoming an expert	C	60% - 69%
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%		MANIPULATING	Actions are performed from memory and from instruction learnt				Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E	40% -49% 50% - 59%
	Conceptual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	Conceptual Thinking	IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject				Repeat, Duplicate, Reproduce, Imitate, Copy	F G H	20 % - 39% 10 - 19% 0 - 9%
		MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%									
	Requisite Pre-Knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics												
Resources (other than textbook) to ensure effective learning, teaching and assessment	1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school 2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama . This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content 3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. 4. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of al learners of a live Professional Theatre Performance at a Professional Theatre .													
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.													
School Based Assessment	TASK 6 End-of-Year Examination: Written. (150 marks) TASK 7 End-of-Year Examination: Performance. (150 marks)				All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline 3. Examination Guidelines				PROGRESSION AND PROMOTION REQUIREMENTS: 1. SBA = 40% 2. PAT = 20% 3. End-of-Year Examination: Written 4. End-of-Year Examination: Performance		} 20%			