# 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				Week 8	
45 days		ary	· · · · · · · · · · · · · · · · · · ·		ry								15-19 March	
	(3 days)				o poto pt				(5 days)		(5	days)	(5 days)	
Topic 1	1. Baseli	ne	Realism in the T	neatre and N	onstant	in Stanista	avski. (10 110	urs)	Diau Taut 4	Deal		4h a Th a a fina Tau	-+ (0 h aa)	
Topic 2	assess	sment				ļ			Play Text 1.	Reall	ism in t	the Ineatre Iex	kt. (8 nours)	
Topic 3	2. Revisi	on												
PAT 1		TAYONO		hout the term	i, rehear				write on PA	I 1's V	Nritten	task		
									KNOWLEDG	E		Teach learn an	d assess on every level of	
	g		Synthesise ideas from different	Create, Design, Develop, Find out		<u>م</u>		A high level of creative and	Flawless,	A++ 5	<mark>95%-100%</mark>	Teach, learn and assess on every level o theoretical or practical, the taxonomies of		
	nkiı	CREATING		Formulate, Make up,	90%-100%	kir			No errors,	A+ 9	90% - 95%		embering, understanding, a	
	Thi	CREATING	and advantage of some of some of			i i i i i i i i i i i i i i i i i i i	NATURALISING			A 8	<b>30% - 90%</b>	<b>Dave's:</b> Imitating, manipulating, prec	ng, manipulating, precision	
Core	27:29 January       1-5 February       1-5 Tebruary       1-5 March       6-12 March       6-12 March       6-12 March       6-12 March       1-5 March       6-12 March       1-5 March	on dra Under	stand Stanislavski's uniqu											
Core Concepts, Skills, Knowledge		ANALISING	theories, <sup>li</sup> nking evidence, and seeing relationships between parts or something	Differentiate, Select, Point out, Categorise, Classify	60%-79%	rocedural מיוחוות	PRECISION	some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	Perform skilfully, Proficient, Becoming an	C 60	<b>0% - 69</b> %	Apply the Stanislavski system <b>Topic 2:</b> Understand and analyse a Re Consider the text in performant <b>Topic 3:</b> Understand the correct, function		
and Values		Actions are performed from		Actions are performed from memory	Implement, Demonstrate,	D 40	0% -49%	human voice Develop vocal and phys of Characterisation	op vocal and physical skills					
			means, finding the main ideas, summarising or explaining new	Explain, Illustrate,	30%-39%	king Co			Perform, Execute, Present	E 50	0% - 59%		e PAT's first Dramatic Iten ogue/poem/prose/dramati	
	Ϋ́Ψ		significance	Give examples		, it is it i	Lid .		Duplicate,	F 20	0 % - 39%	theatre etc. in either one of the Africa Oral Tradition, Greek		
	lau	La						actions. Actions consist of concepts,		G	10 - 19%		Oral Tradition, Greek The	
	Fact	MEMORISING	values, attitudes, techniques, characteristics and principles in	Remember,	<b>0%-29</b> %	Factu	IMITATING	techniques, characteristics and	lmitate,	н	0 - 9%	Indian Theatre, South Afric		
Requisite Pre- Knowledge	Grade 10 T	heoretical	and Practical Concept	s, Skills, Cont	ent, Valu	ies, Attitud	es, Techniqu	es, Principles, Character	ristics		,	1		
Resources	1. Curric	ulum Cov	•	veek, for a 5-o	day cycle	e per week	, teachers ML	JST teach a minimum of	2 hours of P	ractica	al CKS	V + a minimum	of <b>2 hours of Theory</b> C	
(other than textbook) to ensure effective			ation: Teachers who t The Creative An 'school concert'	ts teacher or . <b>It is a subje</b>	a teache <b>ct with l</b>	r 'intereste nigh levels	ed' in Drama v <b>s of drama s</b> l	will not be qualified to pro kills and techniques as	epare learners well as high	s for th I <b>level</b> s	e rigou <b>s of ac</b> a	r of subject cont ademic and the	ent. The subject is not e coretical concepts and	
learning,	3. Venue	and Equip												
teaching and assessment	4. Acade	mic excurs	sion: The Principal, (	Circuit Manage	er and tea	acher of th	e school mus	st budget in the school's	Norms and S					
Informal	Educators	must contin												
Assessment								ine where the Curriculun		d wher	re <u>re-te</u>	aching is require	ed.	
School Based	TASK 1	•							All the detail of	fwhat h	how whe	en and to which ext	end and level to set assessm	
Assessment	Performan	ce Assess	ment Task (PAT) 1									subject documents:		
(Formal	Written	Section: J	ournal (25 marks)						1. Curricului	m and A	Assessme	ent Policy Statemer		
Internal	Perform	nance Sect	ion: Dramatic Item 1 (	25 marks)								t Task Guidelines		
Assessment)									<ol><li>Examinat</li></ol>	ion Guid	aelines			



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 <b>d co</b> earne nts ar	V + <b>1 hour minimum c</b> concepts. ivalent to the <b>ntent</b> 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 1 13 - 16 Aj		Week 2 9 - 23 April	Week 3 28 -30 April	Week 4 3 - 7 May		Week 5					Week 8		
51 days	(4 days		(5 days)	(3 days)	(5 days)		,							
Topic 4		/	atre. (20 hours)					(• •	• <b>J</b> •/					
Topic 5								Play Tex	t 2. Sou	th African	Theatre. (8	hours)		
Topic 6	Physical Th		rmance. (16 ho	1										
Topic 7	Continue te										merican The	eatre or Expression	ist Theatre. (16	
PAT 2		TAXONOMY		earse PATZ'S Dram	atic items and				itten tas	ĸ		The South African CAP	S Curriculum aims	
-			S OF KNOWLEI Synthesise ideas from d	fferent Create, Design,				ECHNIQUE LE				about the subject know every level of both, dep	ledge they learn. T	
	Thinkin	CREATING	sources or materials to o new perspectives or a n original product	create Eormulate Make up	90%-100%	[ hinkin	NATURALISING	innovative performance	is achieved	No errors, Create,	A+ 90% - 95% A 80% - 90%	Bloom's: Rememberin		
Core Concepts,	Meta ral Thinking	EVALUATING	Judging the value of res content, based on criter standards, comparing in identifying the strengths weaknesses of scholarly	ia or deas and and Compare the value of	80%-90%		ARTICULATING			Adapt, Combine, Master, Modify,	B 70% - 79%	Analyse the s	pecific functions the	
Skills, Knowledge, Values,	Procedur Thinking	ANALISING	Examining the research theories, linking evidence seeing relationships bet parts or something	ee, and ween Differentiate, Select, Point out, Categorise, Classify Select Sketch	60%-79%	Procedural ai ו חוחגות	PRECISION	some errors. Precision is perfection. It is to be clear articulated, accurate, co	not ar, prrect,	Perform skilfully, Proficient,	C 60% - 69%	Topic 5: Understand th Understand a Topic 6: Develop move	ne communal Theat nd Analyse a South ement skills using b	
attitudes and techniques	Conceptual	APPLYING	Using ideas in new way: applying theories to rea situation Describing what knowle	s and I Solve, Use, Demonstrate, Organise dge Summarise,	40%-59%	Conceptu	MANIPULATING	0 - 14 May (5 days)       17 - 21 May (5 days)       24 - 28 May (5 days)       31 May - 4 June (5 days)       7 - 11 June (5 days)         Play Text 2. South African Theatre. (8 hours)         Play Text 2. South African Theatre. (8 hours)         or Pan African Theatre or Contemporary American Theatre or Expressionist Theatre. (16 and write on PAT 2's Written task         TAXONOMY: CAL AND TECHNIQUE LEVELS OF KNOWLEDGE         A high level of creative and innovative performance is achieved with actions becoming integrated and second nature       Rawless, Nerrors, Create, Invent       A** 955-1005 Nerrors, Create, Invent       The South African CAPS Curriculum aims about the subject knowledge they learn. To every level of both, depending on whether taxonomies of:         NATURALISING       Atigs creative and innovative performance is achieved with actions are more precise but with still some errors. Precision is not perfection. It is to be clear, aticulated, accurate, correct, 'controlled', smooth and with firesse       Adapt, Combine, Mater, Modify, Review, Adjut, Perform skilluly, Proficient, Becoming an experi       8 70% - 77% Customise, Solve         PRECISION       Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, aticulated, accurate, correct, 'controlled', smooth and with firesse       Perform skilluly, Proficient, Becoming an experi       10% - 49%         PRECISION       Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, aticulated, accurate, correct, 'controlled', smooth and with firesse       0       40% - 49%						
	Thinking	INDERSTANDING	ideas and their trends a significance	ng new Illustrate, nd Give examples	30%-39%			watch and copy instruct	ions and	Execute, Present Repeat,		Note: For the PAT's monologue/po	Dramatic Item two pem/prose/dramatis	
	Factual	MEMORISING	Remembering the conc content, knowledge, ski values, attitudes, techni characteristics and prin your subject	ills, Name, ques, Remember,	0%-29%			content, values, attitudes, skills, techniques, characteristics and		Reproduce, Imitate,		Africa Oral Tradition, Greek Th Indian Theatre, South African o		
Requisite Pre- Knowledge	Grade 10 ar	nd 11 Theore	etical and Practic	al Concepts, Skills, (	Content, Value	s, Attitude	s, Technique	es, Principles, C	Characte	ristics				
Resources	1. Curricu	lum Covera		week, for a 5-day cycle	per week, teac	hers MUST	teach a mini	mum of 2 hours	of Practi	cal CKSV +	a minimum o	of <b>2 hours of Theory</b> C	KSV + 1 hour mi	
(other than	2. Teacher	r qualificatior	after school 1: Teachers who f	each this subiect must	have a minimu	m of <b>a thre</b>	e-vear Bach	elor's dearee in	Drama.	This is a spe	cialised subi	ect with difficult theoreti	cal concepts.	
textbook) to ensure		4	The Creative A	rts teacher or a teache	r 'interested' in I	Drama will	not be qualifie	ed to prepare lea	rners for	the rigour of	subject cont	ent. The subject is not e	equivalent to the	
effective	3. Venue a	and Equinme												
learning,	J. Venue a													
teaching and assessment	4. Academ	nic excursion							and Stan	dards for or	ne ticket per le	earner, and arrange the	attendance of	
Informal	Educators n	nust continua							nractice	2				
					•				•		ere re-teach	ing is required.		
	TASK 2 Performane	ce Assessm	ent Task (PAT)	2					gapo t					
School Based			esearch/Essay ( on: Dramatic Ite	em 2 (25 marks)					All the	detail of wh	nat, how, wh	en and to which exter	nd and level to s	
Assessment (Formal Internal	TASK 3 Mid-Year C	ontrol Test:	Written (100 m	arks)					1. Cu	rriculum an	d Assessme	ent Policy Statement2	2	
Assessment)	TASK 4		•	-						amination (		IL I ASK GUIDEIINES		
		ontrol Test:	Performance (?	100 marks)										



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 formance         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, or Realism in the Theatre is the theatre serves in the tree of the tree	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, <b>minimum of rehearsals</b>	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

	Wee		Week 2	Week 3		ek 4	Weel			Week		Week 8	Week 9	Week 10	Week 11		
erm 3 i2 days	13 - 16 Api		19 - 23 April	28 -30 April		August 10 - 13 A			-		August	30 – 3 Sept	6 -10 Sept	13-17 Sept	20-23 Sept		
	(4 da		(5 days)	(3 days)	(5 0	ays)	(4 da)	ys) (5 day	ys)	(5 da	ays)	(4 Days)	(5 days)	(5 days)	(4 days)		
opic 8 opic 9	Play Text	3. Stylised I	heatre. (14 hours)	)				Director	r Designer i	the T	haatra a	or Film. (6 hours)		— I	REVISION		
PAT 3	Continue	to througho	ut the term rehea	urse PAT 3's Dran	atic Items	and resea	rch and wri	ite on PAT 3's Writte									
		S TAXONOM				-	TAXONOM					he Couth African CA			at a su think anitically		
			LS OF KNOWLEDO	ЭE				ECHNIQUE LEVELS	OF KNOWL	EDGE				s to create learners th ge they learn. To deve			
	w		Synthesise ideas from differ	rent Create, Design, Develop, Find out,		6		A high level of creative and	Flawless, A++ 95%-100%			5	, ,	both, depending on v			
	inkir	CREATING	sources or materials to crea new perspectives or a new	Formulate, Make up,	90%-100%	kin		innovative performance is achieved with actions becoming integrated	No errors,	A+ 90%		e theoretical or prac					
	Thi	CREATING	original product	<ul> <li>Hypothesise, Plan, Formulate, Produce</li> </ul>		l Fi	NATURALISING	and second nature	Create, Invent	A 80%	<mark>- 90%</mark> B	loom's: Rememberi	ng, understanding,	applying, analysing, e	valuation and crea		
	Meta		Judging the value of resear content, based on criteria of	or Judge,		ng .			Adapt, Combine,		D	ave's: Imitating, m	anipulating, precisi	on, articulation and na	ituralisation		
ore	r id	EVALUATING	standards, comparing idea identifying the strengths and	as and Defend,	80%-90%			Actions are performed in a harmonious and coordinated mann	Master, Modify,	B 70%		Tests Octoberstand and and the first of the first of the first					
oncepts,	ral T		weaknesses of scholarly wa		of	۳ ۲	ARTICULATING		er Revise, Adjust, Customise, Solve			<b>Topic 8:</b> Understand and analyse the principles of stylisation as an artistic and					
Skills,	edu		Examining the research on theories, linking evidence,					Actions are more precise but with st	II Perform skilfully,			theatrical ch		t as an example of the	Dramatic Movem		
Knowledge, Values, attitudes and techniques	Proc	ANALISING	seeing relationships betwee parts or something	en Select, Point out, Categorise, Classify	60%-79%	e di la cita di la cit	PRECISION	some errors. Precision is not perfection. It is to be clear,	Proficient, Becoming an	C 60%	- <b>69</b> %	studied in To	-	a as an example of th			
	- Ŧ	Using ideas in new w		Select, Sketch		Pro		articulated, accurate, correct, 'controlled', smooth and with finesse	expert		Т			n of the Director or De	signer in Theatre o		
	ptua		applying theories to real	Solve, Use, Demonstrate,	40%-59%	bi		controlled, shidoni dha wili intess	Implement,			Film			0		
	leou		situation	Organise		L C	MANIPULATING	Actions are performed from memory	y Demonstrate, Re-create, Repeat,	D 40%	- <b>49</b> %						
	يو Ö		Describing what knowledge means, finding the main ide		xplain			and from instruction learnt	Perform,	E 50%	N		's Dramatic Item thr	,			
	inkir	UNDERSTANDING	G summarising or explaining ideas and their trends and	new Illustrate,	30%-39%	k		The learner is learning or has learnt	Execute, Present     E				•	ised prose/praise poe			
	I Thi	두 significance 론 watch and copy instructions and			watch and copy instructions and	Duplicate		% <b>- 39</b> %			following genres: Afric						
	ctua	5	content, knowledge, skills,	Name,	0%-29%	[na]	IMITATING content	actions. Actions consist of concepts content, values, attitudes, skills,	<ul> <li>Reproduce, Imitate,</li> </ul>	G 10	- 19%			eatre, Commedia dell r Realism in the Theat			
	Fa	MEMORISING	values, attitudes, technique characteristics and principl			act		techniques, characteristics and	Copy	н о-	<b>- 9</b> %	Stylised The					
Requisite			your subject					principles in the subject			,	,					
		and 11 Theor	etical and Practical	Concepts, Skills, (	Content, Va	lues, Attitu	ides Techni	ques Principles Cha	racteristics								
re-	Grade 10																
	Grade 10																
inowledge			rage: Hours: Every		cycle per w	veek, teach				actical	CKSV +	a minimum of <b>2 hou</b>	rs of Theory CKS	√ + 1 hour minimum	of rehearsals		
inowledge lesources	1. Currio	culum Cove	rage: Hours: Every after school	l .			ners MUST to	each a minimum of <b>2</b>	hours of Pra				-		of rehearsals		
Knowledge Resources other than	1. Currio	culum Cove	rage: Hours: Every after school ion: Teachers who	l o teach this subject	t must have	a minimun	ners MUST to n of <b>a three</b> -	each a minimum of 2 •year Bachelor's deo	hours of Pra	<b>a</b> . This	is a spe	cialised subject with	difficult theoretical	concepts.	of rehearsals		
Knowledge Resources other than extbook) to ensure	1. Currio	culum Cove	rage: Hours: Every after school ion: Teachers who The Creative A	l o teach this subject Arts teacher or a te	t must have eacher 'inter	a minimun rested' in D	ners MUST to n of <b>a three</b> - Drama will no	each a minimum of 2 year Bachelor's deg ot be qualified to prep	hours of Pra gree in Dram are learners f	<b>a</b> . This or the r	is a spe rigour of	cialised subject with subject content. The	difficult theoretical subject is not equir	concepts. valent to the	of rehearsals		
Knowledge Resources other than extbook) to ensure effective	1. Currio 2. Teach	culum Cove ner qualificat	rage: Hours: Every after school ion: Teachers who The Creative A 'school concer	l o teach this subject Arts teacher or a te rť. <b>It is a subject</b> v	t must have eacher 'inter with high le	a minimun ested' in D evels of dr	ners MUST to n of <b>a three</b> - Drama will no r <b>ama skills a</b>	each a minimum of 2 year Bachelor's deg ot be qualified to prep and techniques as w	hours of Pra gree in Dram are learners f vell as high l	<b>a</b> . This or the r evels c	is a spe rigour of of acade	cialised subject with subject content. The <b>mic and theoretica</b> l	difficult theoretical subject is not equi	concepts. valent to the n <b>tent</b>	of rehearsals		
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Pre- Knowledge Resources other than textbook) to ensure effective earning, teaching and assessment informal Assessment	<ol> <li>Currie</li> <li>Teach</li> <li>Venue</li> <li>Venue</li> <li>Acade</li> <li>Educators</li> <li>Educators</li> <li>TASK 5</li> <li>Performa (PAT)</li> </ol>	culum Cove ner qualificat e and Equipn emic excursi must continu must also pe nce Assessn	erage: Hours: Every after school ion: Teachers who The Creative A 'school concer nent: Dedicated Dra learner journa on: The Principal, al learners of ally and directly eng- eruse the Learner wo	I b teach this subject Arts teacher or a te rt'. It is a subject w amatic Arts rehear al. Note the subject I, Circuit Manager a <u>a live Profession</u> gage the learners i porkbooks and the I	t must have eacher 'inter with high le sal room/do t does NOT and teacher al Theatre in diagnostic	a minimun rested' in D evels of dr buble class require lig of the sch <u>Performar</u> c, formative	ners MUST to n of a three- Drama will no rama skills a room with w hting equipn ool must buo nce at a Pro e and contin	each a minimum of 2 year Bachelor's deg ot be qualified to prep and techniques as w ooden floor, 4 woode nent, costumes and n dget in the school's N fessional Theatre. uous assessment pra here the Curriculum g	hours of Pra gree in Dram are learners f rell as high I n Cubic's, 4 f nake up. The orms and St ctices. gaps are and All the detail are stipulated 1. Curri	a. This for the r evels o lats, Te perform andarc where of what I in the culum a	is a spe rigour of <b>of acade</b> extbook, nances a <b>ds</b> for on <u>re-teach</u> t, how, w following and Asse	cialised subject with subject content. The <b>mic and theoretical</b> DVDs of Play Texts, are in standard black e ticket per learner, a ing is required. hen and to which ex	difficult theoretical subject is not equi concepts and con Play Texts, learner track suit pants an and arrange the atte tend and level to se	concepts. valent to the <b>ntent</b> r workbook d t-shirts. endance of			



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

Term 4	Wee		Week 2	Week 3		Week 4Week 5Week 625 - 29 October5 - 8 October9-13 October16-2					Week 8	Week 9	Week 10		
47 days	5 - 8 00		11 - 15 October	18 - 22 October		October	9-13 October 16-20 October			23-27 October	30 Dec -3 Nov	6-10 November			
	(4 da		(5 days)	(5 days)	(5 0	days)	(4 days)	(5 days)		(5 days)	(5 days)	(5 days)	(5 days)		
Topic 10		atre. (12 hour	,									Topic 12 REVISION	I		
Topic 11	-			. (10 hours minimu			nical Examination pro	ogramme				•			
Core Concepts, Skills, Knowledge, Values, attitudes and techniques		TAXONOMY FICAL LEVEL CREATING EVALUATING ANALISING APPLYING	<ul> <li>S OF KNOWLEDGE</li> <li>Synthesise ideas from different sources or materials to create new perspectives or a new original product</li> <li>Judging the value of research of content, based on criteria or standards, comparing ideas an identifying the strengths and weaknesses of scholarly work</li> <li>Examining the research on theories, linking evidence, and seeing relationships between parts or something</li> <li>Using ideas in new ways and applying theories to real situation</li> <li>Describing what knowledge means, finding the main ideas;</li> </ul>	Hypothesise, Plan, Formulate, Produce       Value, Defend, Compare the value of       Compare, Differentiate, Select, Point out, Categorise, Classify       Select, Sketch Solve, Use,			A high level of creative and innovative 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:	Hawless, No errors, Create, Invent     A++     957       A     80%       Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve     B     70%       IIII     Perform skilfully, Proficient, Becoming an expert     C     60%       Implement, Demonstrate, Revice, Repeat,     D     40%		critically and o thinking citize whether the co Bloom's: Ren creating Dave's: Imita Topic 10: Uno Apj Uno Uno Afr	ican CAPS Curriculum a creatively about the subj ns, teach, learn and ass ontent is the theoretical nembering, understandi ting, manipulating, precision derstand the concept of oly Poor Theatre technic derstand the role of Jerz derstand the relevance of can context	ect knowledge they lea ess on every level of b or practical, the taxono ng, applying, analysing sion, articulation and n Poor Theatre ues to the developmer y Grotowski as a Thea of Poor Theatre technic	rn. To develop oth, depending on mies of: , evaluation and aturalisation tt of a Drama Item tre innovator		
Requisite Pre-	Factual Thinkir	UNDERSTANDING MEMORISING	summarising or explaining new ideas and their trends and significance Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles ir your subject	Illustrate,     30%       Give examples     3       List,     Name,       Remember,     0%	<b>39%</b> 19%	Eactual Thinkin Pactual Thinkin Partinki	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	Execute, Present         F         20 %           to         Repeat, Duplicate,         F         20 %           to         Reproduce, Imitate,         G         10	% - 39% 0 - 19% - 9%	Ap Dra Topic 12: Re	<ul> <li>Topic 11: Integrate voice, vocal, body and movement skills Apply Theatre performance skills and techniques to three contrastir Dramatic Items</li> <li>Topic 12: Revise theoretical and performance content, concepts, skills, knowledge, values, attitudes, techniques, principles and characteris</li> </ul>				
Knowledge							nniques, Principles, Cha								
Resources (other than textbook) to		ulum Coverage er qualification	after school				a minimum of 2 hours of Bachelor's degree in Di				eory CKSV + 1 hour minineoretical concepts.	num of rehearsals			
ensure effective learning, teaching and assessment		and Equipme mic excursion	<ul> <li>'school concert'. It is</li> <li>nt: Dedicated Dramatic learner journal. Note</li> <li>The Principal, Circuit</li> </ul>	a subject with high Arts rehearsal room/c the subject does NO it Manager and teached	evels of dran ouble classroo require lighti r of the schoo	na skills and to om with woode ng equipment, I must budget i	qualified to prepare learne echniques as well as hig n floor, 4 wooden Cubic's costumes and make up. n the school's <b>Norms an</b>	h levels of academic 4 flats, Textbook, DVI he performances are i	<b>and theo</b> Ds of Play in standard	oretical concept Texts, Play Tex d black track sui	s and content ts, learner workbook t pants and t-shirts.				
	Educators	manual as ations		Professional Theatre				ation o							
Informal Assessment							tinuous assessment pro where the Curriculum		ra_taachir	na is required					
School Based	TASK 6	musi diso per					now, when and to which			• · ·	RESSION AND PROM		ITS		
Assessment		ar Examinati	on: Written. (150 ma	rks)		,	ulated in the following s				BA = 40%				
	TASK 7			····,	1. Curr	iculum and As	ssessment Policy State	nent	2. P	AT = 20% nd-of-Year Examinatio		20%			

