

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

Term 1	Week 1 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4	ebruary	Week 5 22-26 February	1-5 March 8-			Week 7 8-12 March Week 8 15-19 March		Week 9 23-26 March	Week 10 29-31 March		
45 days	(3 days)	(5 days)	(5 days)	(5 days)		(5 days)			days)	(5 days)	(4 days)	(3 days)			
Topic 1			heatre and Konstanti				(* a) */	(c u) c/							
Topic 2	1. Baseline					Play Text 1. Realism in the Theatre Text. (8 hours)									
Topic 3	assessment	Voice and Body wor	rk. (10 hours minimur												
PAT 1	2. Revision				s Dramatic It	ems and research and	write on PAT	T 1's	Written	task					
Core Concepts, Skills, Knowledge and Values	Meta Thinking Procedural Thinking Conceptual Thinking NB ANA ANA ANA ANA ANA ANA ANA ANA ANA	Synthesise ideas from different sources or materials to create new perspectives or a new original product Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work Examining the research on theories, linking evidence, and seeing relationships between parts or something Using ideas in new ways and applying theories to real situation Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance Remembering the concepts, content, knowledge, skills,	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce Judge, Value, Defend, Compare the value of Compare, Differentiate, Select, Point out, Categorise, Classify Select, Sketch Solve, Use, Demonstrate, Organise Summarise, Explain, Illustrate, Give examples List, Name, Remember 0%-29%	DAVE'S	TAXONOMY		Flawless, No errors, Create, Invent Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	E	95%-100% 90% - 95% 80% - 90% 70% - 79% 40% - 49% 40% - 49% 50% - 59% 20 % - 39% 10 - 19%	Teach, learn and a theoretical or pract Bloom's: Rememble Dave's: Imitating, Topic 1: Understa on drama Understa Apply the Topic 2: Understa Consider Topic 3: Understa human von Develope of Character Port of C	ical, the taxonomies of pering, understanding manipulating, precision and the rise of Realism of Stanislavski's unice Stanislavski system and and analyse a Realism the text in performan and the correct, functionice vocal and physical sketerisation "AT's first Dramatic Items (Propoem/prose/dramatic in either one of the laterisation, Greek Theorems)."	g, applying, analysing, eva on, articulation and natural in in the Theatre, its conver que contribution to theatre to practical work alism in the Theatre text and ince onal and optimum use and tills and techniques for in-contributions.	uation and creating isation itions and impact and its context production of the lepth exploration nime/physical Drama Forms,		
Requisite Pre- Knowledge	Grade 10 Theore	ical and Practical Concept	s, Skills, Content, Valu	es, Attitud	es, Techniqu		istics			<u> </u>					
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 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 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. 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												m of rehearsals		
Informal	Educators must c	ontinually and directly enga	age the learners in diag	gnostic, for	mative and c	ontinuous assessment p	ractices.								
Assessment		lso peruse the Learner wor						d wh	<u>ere re-t</u> e	aching is required.					
School Based Assessment (Formal Internal Assessment)	Written Section	sessment Task (PAT) 1 on: Journal (25 marks) 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	Week		Week 2	Week 3	Week 4	Week 5	Week 6		eek 7	Week 8	Week 9	Week 10	Week 11		
51 days	13 - 16 A) - 23 April (5 days)	28 -30 April (3 days)	3 - 7 May (5 days)			•	28 May days)	31 May – 4 June (5 days)	7 – 11 June (5 days)	14 – 18 June (4 days)	21 – 25 June 5 days)		
Topic 4		South African Theatre. (20 hours)		(5 days)	(5 days)	(5 days	(3)	uays	(3 days)	(3 days)	(4 days)	J days _j			
Topic 5	Journ	7 arroam rrioc	Acron (20 mouro)				Play Text 2.	South African 1	Theatre. (8	hours)					
Topic 6	Physical 1	Theatre Perfo	rmance. (16 hou	urs)			1					R	EVISION		
Topic 7	, , , , ,				eatre or Asian Theat	re or Pan Afr	ican Theatre or Co	ntemporary An	nerican Th	eatre or Expressionis	st Theatre. (16 hours)				
PAT 2	Continue	to, throughoι	ut the term, rehe	arse PAT 2's Dram	atic Items and resear	ch and write	on PAT 2's Writter	task		•	,				
Core Concepts, Skills, Knowledge, Values, attitudes and techniques		CREATING EVALUATING ANALISING APPLYING	Synthesise ideas from diffusources or materials to conew perspectives or a neoriginal product Judging the value of resecontent, based on criteristandards, comparing ididentifying the strengths weaknesses of scholarly Examining the researchy Busing ideas in new ways applying theories to real situation Describing what knowled means, finding the main summarising or explaining ideas and their trends an significance Remembering the concecentent, knowledge, skill values, attitudes, technic characteristics and prince vour subject	ferent reate ew Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce earch or leas and owork on e, and Compare, Differentiate, Select, Point out, Categorise, Classify and Select, Sketch Solve, Use, Demonstrate, Organise dge ideas, and Select, Sketch Solve, Use, Demonstrate, Organise dge ideas, ig new ideas, Illustrate, Give examples epts, Ils, Name, Remember,	Meta Thinking Inking In	NATURALISING ARTICULATING PRECISION MANIPULATING MANIPULATING	A high level of creative and innovative performance is achi with actions becoming integrat and second nature Actions are performed in a harmonious and coordinated m Actions are more precise but w some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with fire	red d No errors, Create, Invent Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve h still Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present rint to	EDGE A++ 95%-100% A+ 90% - 95% A 80% - 90% B 70% - 79% C 60% - 69% D 40% - 49% E 50% - 59% F 20% - 39% G 10 - 19% H 0 - 9%	about the subject knowle every level of both, deper taxonomies of: Bloom's: Remembering Dave's: Imitating, manipute Topic 4: Understand the Analyse the spectorm a work Topic 5: Understand the Understand an Topic 6: Develop moved Apply physical Topic 7: Understand an particular society Use Stylised pute Stylised potentials of the PAT's monologue/poot theatre etc. in Africa Oral Tra	erformance techniques within Dramatic Item two, select a em/prose/dramatised prose/ either one of the following ge dition, Greek Theatre, Comr , South African or Realism in	thinking citizens, teach of is the theoretical or in all and naturalisation and naturalisation can Theatre serves in society in issue of concern process in South Africate Text in context ents of Laban's Moven Theatre or a Theatre or a Theatre or an individual performance praise poem/mime/phyenres: African Drama Finedia dell Arte, Medievents is the theoretical or the server of t	a nent Analysis novement in a ance sical orms, ral Theatre,		
Requisite Pre- Knowledge Resources (other than textbook) to ensure effective learning, teaching and assessment Reaching and assessment Reduisite Pre- Knowledge Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and assessment Resources (other than textbook) to ensure effective effective learning, teaching and assessment Resources (other than textbook) to ensure effective effective effective learning, teaching and assessment Resources (other than textbook) to ensure effective effective effective learning, teaching and assessment Resources (other than textbook) to ensure effective effective effective effective effective effective learning, teaching and assessment Resources (other than textbook) to ensure effective learning, teaching and teaching equipment and teaching and teaching and teaching and teaching equipment and teaching equi															
School Based Assessment (Formal Internal Assessment)	• Perfor TASK 3 Mid-Year (rmance Section	esearch/Essay (2 on: Dramatic Ite Written (100 ma Performance (1	m 2 (25 marks) arks)			1. 2.	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 Statement2 2. Performance Assessment Task Guidelines 3. Examination 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)	3 April 28 -30 April 2 ays) (3 days)		ek 4 August ays)	ugust 10 - 13 August		ugust 2	Week 7 23 -27 Augus (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 T	heatre. (14 hours)				D: (<u> </u>	- (1	T I (F:1 (0.1)		<u> </u>	REVISION	
Topic 9	Continue	40 46 40 44 6		waa DAT 2'a Dwawa	tie Henre					n the	e Theatr	re or Film. (6 hours)				
PAT 3	BLOOM'S	MONOXAT 8			itic items	DAVE'S	TAXONON	ite on PAT 3's Writte IY: ECHNIQUE LEVELS		.ED0	GE	The South African CAI			•	
	Thinking	CREATING	Synthesise ideas from differ sources or materials to crea new perspectives or a new original product	ate Develop, Find out,	90%-100%	hinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, A++ 95%-100% No errors, A+ 90% - 95% Create			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				
Core Concepts,	Meta al Thinking	EVALUATING	Judging the value of resear content, based on criteria of standards, comparing idea identifying the strengths an weaknesses of scholarly we	or Value, Defend, Compare the value of	80%-90%	Meta Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manne	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	В	70% - 79%	 Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 8: Understand and analyse the principles of stylisation as an artistic and theatrical choice Understand and analyse the text as an example of the Dramatic Movement studied in Topic 7 Topic 9: Understand the role and function of the Director or Designer in Theatre or 				
Skills, Knowledge, Values,	Procedur Thinking		Examining the research on theories, linking evidence, seeing relationships betwee parts or something	and Differentiate, Select, Point out, Categorise, Classify	60%-79%	rocedural	PRECISION	Actions are more precise but with stil some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,	Perform skilfully, Proficient, Becoming an expert	С	60% - 69%					
attitudes and techniques	nceptual	APPLYING	Using ideas in new ways ar applying theories to real situation	Demonstrate, Organise	, Use, onstrate, 40%-59%	P	MANIPULATING	'controlled', smooth and with finesse Actions are performed from memory	Implement, Demonstrate, Re-create, Repeat,	D	40% -49%	Film	ne role and function	of the director of De	signer in Theatre of	
	Co	UNDERSTANDIN	Describing what knowledge means, finding the main ide summarising or explaining ideas and their trends and significance	eas, Explain,	30%-39%	S Printed	MAIN OLA III O	and from instruction learnt The learner is learning or has learnt to	Perform, Execute, Present	E F	50% - 59%	monologue/p	•	three, select a natised prose/praise poem/mime/physical natised prose/praise poem/mime/physical ne following genres: African Drama Forms, heatre, Commedia dell Arte, Medieval Theatre, or Realism in the Theatre, Physical Theatre,		
	Factual T	MEMORISING	Remembering the concept content, knowledge, skills, values, attitudes, technique characteristics and princip your subject	Name, Remember.	0%-29%	Factual T	IMITATING	watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Duplicate, Reproduce, Imitate, Copy	G H	20 % · 39% 10 - 19% 0 - 9%	Africa Oral T	radition, Greek Thea re, South African or			
Requisite Pre- Knowledge	Grade 10	and 11 Theor	etical and Practical	Concepts, Skills, C	ontent, Va	lues, Attitu	ıdes, Techni	ques, Principles, Char	acteristics							
Resources (other than textbook) to ensure	 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 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 													of rehearsals		
effective learning, teaching and assessment			nent: Dedicated Dra learner journa on: The Principal	amatic Arts rehears II. Note the subject of Circuit Manager ar	al room/do does NOT nd teacher	ouble class require lig of the sch	room with w hting equipr lool must bu	ooden floor, 4 wooder ment, costumes and m	Cubic's, 4 fake up. The	flats, perf	Textboo ormance	ademic and theoretical ok, DVDs of Play Texts, es are in standard black one ticket per learner, a	Play Texts, learner track suit pants and	workbook I t-shirts.		
Informal								uous assessment pra								
Assessment		must also pe	ruse the Learner w	orkbooks and the Le	earner Jou	rnals and	determine w	here the Curriculum g				•				
School Based Assessment	(PAT) • Writte	nce Assessn en Section: R rmance Sect	esearch/Essay (25	,					are stipulated 1. Curri 2. Perfo	d in t iculu orma	he follov m and A	 when and to which extwing subject documents: Assessment Policy State sessment Task Guideling 	ment	assessment / exami	nations,	



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

Term 4	Week 1		Week 2		1	Week 4		Week 5	Week 6			Week 7	Week 8	Week 9	Week 10		
47 days	5 - 8 00			16	-20 October	23-27 October	30 Dec -3 Nov	6-10 November									
						(5 days)	days) (5 days) (5 days) (5 days)										
Topic 10	Poor Thea	atre. (12 hour	s)											Topic 12 REVISION	1		
Topic 11	Preparation	on of Perform	nance/Practical work	. (10 hours minimu	m). Them	e/Audi	tion/Techni	ical Examination pro	gramme					10010 12 112110101			
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S	TAXONOMY		Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce Judge, d Value, Defend, Compare the value of Compare, Differentiate, Select, Point out, Categorise, Classify Select, Sketch Solve, Use, Demonstrate, Organise Summarise, Explain, Illustrate, Give examples List, Name, Remember, 90%	-100% -90% -79% -39%	AVE'S	TAXONOM	IY: FECHNIQUE LEVELS 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 manus and coordinated manus are more precise but with a some errors. Precision is not perfection. It is to be clear, articulated, some and with finess are performed from memorand from instruction learnt The learner is learning or has learnt watch and copy instructions and actions. Actions consist of concept content, values, attitudes, skills, techniques, characteristics and	Flawless, No errors, Create, Invent Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve Perform skilfully, Proficient, Becoming an expert Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	A++ A+ A B C	95%-100% 90% - 95% 80% - 90% 70% - 79% 40% - 49% 40% - 49% 50% - 59% 20% - 39% 10 - 19% 0 - 9%	critically and of thinking citizer whether the complete Bloom's: Rendered Bloom's: R	ican CAPS Curriculum a creatively about the subj ns, teach, learn and assontent is the theoretical membering, understandi- ting, manipulating, preci- derstand the concept of oly Poor Theatre technical derstand the role of Jerz derstand the relevance of can context egrate voice, vocal, body oly Theatre performance matic Items vise theoretical and perforwledge, values, attitude	ect knowledge they lead ess on every level of be or practical, the taxonorng, applying, analysing sion, articulation and national poor Theatre ques to the development by Grotowski as a Theat of Poor Theatre technical and movement skills askills and techniques formance content, concerns.	rn. To develop oth, depending on mies of: , evaluation and aturalisation It of a Drama Item tre innovator ues within the South othree contrasting epts, skills,		
Requisite Pre- Knowledge	Grade 10	and 11 Theore	etical and Practical Co	oncepts. Skills. Cont	ent. Values	s. Attitu	ıdes. Techni	principles in the subject	racteristics			I	<u> </u>	7 1 71 1			
Resources										SV + 8	a minimum	of 2 hours of The	eory CKSV + 1 hour mini	mum of rehearsals			
(other than			after school										-				
textbook) to	2. Teach	er qualification	1: Teachers who teach					achelor's degree in Dr alified to prepare learne									
ensure								anned to prepare learne hniques as well as hig									
effective	3. Venue	and Equipme	nt: Dedicated Dramatic														
learning, teaching and			learner journal. Note	the subject does NO	Γ require lig	hting ed	quipment, co	stumes and make up. T	he performand	ces a	re in standa	ard black track suit	t pants and t-shirts.				
assessment	4. Acade	mic excursion	: The Principal, Circui						Standards fo	r one	e ticket per l	learner, and arran	ge the attendance of				
Informal	Educators	must continue		Professional Theatre					acticos								
Assessment			ally and directly engag ruse the Learner work							who	re re-teach	ning is required					
School Based	TASK 6	musi also pel	doo the Loanier Work	books and the Lean				w, when and to which					GRESSION AND PROM	OTION REQUIREMEN	ITS:		
Assessment		ar Examinati	on: Written. (150 ma	rks)	1		,	ated in the following s					BA = 40%				
				,				essment Policy Stater		J 	=		2. PAT = 20%				
	TASK 7				I			sment Task Guideline	-				. End-of-Year Examination: Written 20%				
	End-of-Ye	ar Examinati	on: Performance. (1	50 marks)	3. Ex	kamina	tion Guidelir	nes				4. E	nd-of-Year Examination	n: Performance			
5.	•		,	*								· · · · · · · · · · · · · · · · · · ·					

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