

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10			
TOPIC 1	1. Baseline assessment 2. Revision and consolidation	20th century 'isms' (6 hours)									Revision and assessment		
TOPIC 2		Individual Theme/Audition/Technical programme (Directing/ Film Making/ Stage Management) (10 hours + 7 hours minimum after school)											
TOPIC 3						Theatre of the Absurd OR Epic Theatre OR Postmodern Theatre (10 hours)							
TOPIC 4		Prescribed play text 1: 20th Century Theatre Movements: Theatre of the Absurd or Epic Theatre or Postmodern Theatre (10 hours)											
CORE CONCEPTS, SKILLS, KNOWLEDGE AND VALUES	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</p> <p>To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 1:</p> <ul style="list-style-type: none"> Understand the background and context of modern drama Evaluate how social, historical, political and economic contexts, and events such as wars, inform theatre <p>Topic 2:</p> <ul style="list-style-type: none"> Refine voice and body skills and techniques Demonstrate developing mastery of different styles and modes of performance <p>Topic 3:</p> <ul style="list-style-type: none"> Understand either theatre of the absurd or epic theatre or postmodern theatre as anti-realism Identify and analyse the key features and conventions of this dramatic movement Evaluate the playwrights and practitioners of the dramatic movement you have selected <p>Note: For the PAT's dramatic item 1, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in any one of the following genres: African drama forms, Greek theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South Africa Theatren, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan-African Theatre, Poor Theatre, South African Theatre pre-1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre post-1994</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%	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%
		PROCEDURAL THINKING	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
	Conceptual Thinking	ANALYSING	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 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%
	Factual 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%	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	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11												
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical concepts, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one 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 the 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, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit 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 all learners of a live professional theatre performance at a professional theatre 												
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the 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 <ul style="list-style-type: none"> Written section: Journal (25 marks) Performance section: Dramatic item 1 (25 marks) TASK 2 <ul style="list-style-type: none"> Control test (50 marks) 					All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance AssessmentTasks guidelines Examination guidelines 							

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11				
TOPIC 5	Prescribed play text: South African Theatre. (1960-1994). (10 hours)									Revision and assessment	Revision and assessment				
TOPIC 2	Theme/ Audition/ Technical Programme (16 hours minimum) **Technical: Design (Costume/ Lighting Mmake up / Set), directing, film, stage management														
TOPIC 6	South African Contemporary Theatre. Post 1994). (8 hours)														
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</p> <p>To develop thinking citizens, teach, learn and assess on every level of both taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 5: Analyse and evaluate the South African play text in context</p> <p>Note: Refer to Grade 11 work: Realism in the theatre, workshop theatre or poor theatre as relevant</p> <p>Topic 2: Create a theme/audition or technical programme</p> <p>Topic 6:</p> <ul style="list-style-type: none"> Examine South African Theatre post-apartheid Demonstrate knowledge of important contemporary playwrights and groups Identify key features and conventions of contemporary theatre in South Africa Understand purposes of theatre in society <p>Note: For the PAT's dramatic item 1, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in any one of the following genres: African drama forms, Greek Theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South African Theatre, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan-African Theatre, Poor Theatre, South African Theatre pre-1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre post-1994</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%
		PROCEDURAL THINKING	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
	Conceptual Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Conceptual 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%
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REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11 and 12														
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical content, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one 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 the 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, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit 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 all learners of a live professional theatre performance at a professional theatre 														
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SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	TASK 3 Performance assessment task (PAT) 2 <ul style="list-style-type: none"> Written section: Research/essay (25 marks) Performance section: Dramatic item 2 (25 marks) TASK 4 Mid-Year Examination: Written (100 marks)					All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 									
	TASK 5 Mid-Year Examination: Performance (100 marks)														

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11																																																		
TOPIC 7	Prescribed play text 3: South African Contemporary Theatre (post-1994) (10 hours)																																																												
TOPIC 2	Theme/audition/technical programme (14 hours minimum) **Technical: Design (costume/lighting/make up/set), directing, film, stage management																																																												
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</p> <p>To develop thinking citizens, teach, learn and assess on every level of both taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 7: Analyse and evaluate the play text.</p> <p>Topic 2: Create an audition/theme or technical programme</p> <p>Note: For the PAT's dramatic item 1, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in any one of the following genres: African drama forms, Greek Theatre, Commedia Dell'Arte, Medieval Theatre, Indian Theatre, South African Theatre, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan-African Theatre, Poor Theatre, South African Theatre pre-1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre post-1994</p>																																																		
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SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	<p>TASK 6 Performance Assessment Task 3 (PAT)</p> <ul style="list-style-type: none"> Written section: Research/essay (25 marks) Performance section: Dramatic item 3 (25 marks) <p>TASK 7 Trial Examination: Performance (150 marks)</p> <p>TASK 8 Trial Examination: Written (150 marks)</p>						<p>All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents:</p> <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 																																																						
NSC EXAMINATION PAPER 2	NATIONAL, FINAL EXTERNAL PAPER 2 EXAMINATION. THEME/AUDITION/TECHNICAL PROGRAMME. THE EXAMINATION DURATION IS FROM JULY UNTIL OCTOBER, DEPENDING ON THE NUMBER OF LEARNERS IN EACH PROVINCE																																																												

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10			
TOPIC 8	Revision and consolidation Grade 10, 11 and 12 content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics												
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 taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 8: Revision: Understand, know, analyse, apply, evaluate and create with Grades 10, 11 and 12's content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics				
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					F		20% - 39%						
								G	10 - 19%				
								H	0 - 9%				
REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11 and 12												
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	1 Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical content, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one 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 the 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, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit 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 all learners of a live professional theatre performance at a professional theatre												
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required 												
SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)	All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance AssessmentTask guidelines 3. Examination guidelines												
NSC EXAMINATION PAPER 1	NATIONAL CURRICULUM STATEMENT. NATIONAL SENIOR CERTIFICATE DBE GRADE 12: FINAL EXTERNAL NATIONAL FORMAL PAPER 1: WRITTEN EXAMINATION (150 MARKS)												