

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 8 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>CAPS TOPICS</b>	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Appreciation and reflection Media	Appreciation and reflection Media	Appreciation and reflection Media
<b>CONCEPTS, SKILLS AND VALUES</b>  <b>*IMPROVISED DRAMA</b>	<b>Voice:</b> Relaxation – restful alertness and breathing exercises <b>Physical:</b> Posture (neutral position), release tension and establish trust activities <b>Research for short improvisation:</b> <ul style="list-style-type: none"> <li>Theme related to a social or environmental issue</li> <li>Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc.</li> <li>Research and discussion</li> </ul> <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre)	<b>Voice:</b> Relaxation – restful alertness and breathing exercises <b>Physical:</b> Posture (neutral position), release tension and establish trust activities. <b>Research for short improvisation:</b> <ul style="list-style-type: none"> <li>Theme related to a social or environmental issue</li> <li>Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc.</li> <li>Research and discussion</li> </ul> <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre)	<b>Voice:</b> Relaxation – restful alertness and breathing exercises <b>Physical:</b> Posture (neutral position) and release tension activities <b>Devise topic from research:</b> Develop structure for performance: plot, characters, time, place, space and audience	<b>Voice:</b> Relaxation and breathing exercises <b>Physical:</b> Posture (neutral position) and body as an instrument of expression activities <b>Shape and focus the performance:</b> <ul style="list-style-type: none"> <li>Exploration of space and time, e.g. playback, jumps in time, different time and place, flashbacks</li> <li>Use of symbols</li> </ul>	<b>Voice:</b> Breath control and capacity, and resonance exercises <b>Physical:</b> Posture (neutral position) and body as an instrument of expression activities <b>Shape and focus the performance:</b> Audibility of spoken dialogue	<b>Voice:</b> Breath control and capacity, and resonance exercises <b>Physical:</b> Posture (neutral position), develop concentration and focus activities <b>Shape and focus the performance:</b> Finding a clear focus: remove unnecessary/confusing dialogue and movements	<b>Voice:</b> Breath control and capacity, and resonance exercises <b>Physical:</b> Posture (neutral position), develop concentration and focus activities <b>Shape and focus the performance:</b> Developing and sustaining dramatic tension	<b>FORMAL PRACTICAL ASSESSEMENT</b> Classroom improvised drama OR Recording/ filming of improvised drama	<b>FORMAL PRACTICAL ASSESSEMENT</b> Classroom improvised drama OR Recording/ filming of improvised drama	<b>FORMAL PRACTICAL ASSESSEMENT</b> Classroom improvised drama OR Recording/ filming of improvised drama
<b>REQUISITE PRE-KNOWLEDGE</b>	<b>VOICE</b> Basic skills and understanding of breathing and resonance <b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space <b>BASIC IMPROVISATION TECHNIQUES</b> Understanding and application of drama elements - character, plot, time, space and audience				<b>BASIC RESEARCH SKILLS</b> <b>Access</b> (find information) – enquire, locate, identify, observe, research <b>Process</b> (the information) – arrange, compare, evaluate, analyse, communicate <b>Use</b> – accept, reject, apply, choose <b>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</b>					
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Appropriate performance space: open classroom, hall, stage CD player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker <a href="https://drive.google.com/open?id=1JCM_KE5yzfHb2nKq15sdtkLDigDTGWJU">https://drive.google.com/open?id=1JCM_KE5yzfHb2nKq15sdtkLDigDTGWJU</a> Lesson plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</a>									
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>									
	Workbook: Research on topic using variety of stimuli as provided by teacher	Workbook: Research on topic using variety of stimuli as provided by teacher	Workbook: Mind map of elements of drama and skeleton of plot of the play	Workbook: Visual representation of use of time – storyboard Worksheet on use and meaning of symbols	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Workbook: Critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology		
<b>SBA (FORMAL ASSESSMENT)</b>	Formal practical assessment in week 8-11.								Formal assessment task: Improvised drama performance (25 marks assessed with a rubric)	

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 8 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-8		WEEK 9-11
<b>CAPS TOPICS</b>	Dramatic skills development Interpretation & performance: SA poetry/praise poetry	Dramatic skills development Interpretation & performance: SA poetry/praise poetry	Dramatic skills development Interpretation & performance: SA poetry/praise poetry	Dramatic skills development Interpretation & performance: SA poetry/praise poetry	Dramatic skills development Interpretation & performance: SA poetry/praise poetry	Dramatic skills development Interpretation & performance: SA poetry/praise poetry Appreciation and reflection	Dramatic skills development Interpretation & performance: SA poetry/praise poetry Appreciation and reflection	<b>Practical test: individual / Small group performance</b> Vocal and physical skills. Interpretation & performance of texts: South African / Praise poetry
<b>CONCEPTS, SKILLS AND VALUES</b>  *SA POETRY HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE	<b>Voice:</b> Relaxation, breathing and tone exercises <b>Physical:</b> Posture (neutral position), release tension, loosen and energise the body activities. <b>Interpretation and performance skills – SA poem</b> Text analysis – expressing piece in own words	<b>Voice:</b> Relaxation, breathing and tone exercises <b>Physical:</b> Posture (neutral position), release tension, loosen and energise the body activities <b>Interpretation and performance skills – SA poem</b> Vocal clarity, pitch, pace, pause, tone, volume and emphasis	<b>Voice:</b> Breathing, tone and resonance exercises <b>Physical:</b> Posture, focus and control activities <b>Interpretation and performance skills – SA poem</b> Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement.	<b>Voice:</b> Breathing, tone and resonance exercises. <b>Physical:</b> Posture, focus and control activities <b>Interpretation and performance skills – SA poem</b> Integrating verbal characterisation and physical expressiveness: Appropriate use of movement and/or stillness	<b>Voice:</b> Articulation, breathing and resonance exercises <b>Physical:</b> Explore movement dynamics and relaxation activities <b>Interpretation and performance skills – SA poem</b> Emotional connection – Audience contact – memorable, engaging and effective presentation (mood)	<b>Voice:</b> Articulation, breathing and resonance exercises <b>Physical:</b> Focus, control and relaxation activities <b>Interpretation and performance skills – SA poem</b> Rehearsal towards performance	<b>Voice:</b> Articulation, breathing and resonance exercises <b>Physical:</b> Focus, control and relaxation activities <b>Interpretation and performance skills – SA poem</b> Final rehearsal towards performance	<b>25 marks</b> <b>Written test: Drama terminology</b> Elements of drama as explored in all topics of term 1 & 2. Reflection and appreciation, analysis and application using dramatic texts: South African / Praise poetry <b>25 marks</b> <b>Equal weighting between theory and practical test.</b> <b>Recommendation: Test slot on timetable to assess practical test</b> <b>Cognitive levels:</b> <b>Lower order – 30%</b> <b>Middle order – 40%</b> <b>Higher order – 30%</b>
<b>REQUISITE PRE-KNOWLEDGE</b>	<b>VOICE</b> Basic skills and understanding of breathing, tone, resonance and articulation <b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space			<b>BASIC PERFORMANCE SKILLS AND TECHNIQUES</b> Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience; rehearsal Audience behaviour and theatre etiquette				
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Appropriate performance space: open classroom, hall, stage CD player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker <a href="https://drive.google.com/open?id=1Jcm_KE5yzfHb2nKq15sdtkLDigDTGWJU">https://drive.google.com/open?id=1Jcm_KE5yzfHb2nKq15sdtkLDigDTGWJU</a>							
<b>LESSON PLAN TESTPLES</b>	<b>INTRODUCTORY LESSONS ON POETRY PERFORMANCE</b> Lesson plans: <a href="https://bit.ly/3IEYT6E">https://bit.ly/3IEYT6E</a> <b>STRENGTHENING SKILL IN POETRY PERFORMANCE</b> Lesson plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>							
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>							
	Workbook: Text analysis of poem	Observation and side coaching Workbook: Explore new terminology through worksheets or quizzes Apply vocal skills to text	Observation, side coaching and direction Workbook: Reflect on practical work explored thus far / role of the poet in society	Observation, side coaching, direction and peer assessment Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Observation, side coaching and direction Workbook: Reflect on terminology and practical work explored Make use of worksheets, quizzes or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance; self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance; self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries	
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal written and practical assessments in week 9-11</b>							

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 8 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7-9		WEEK 10-11
<b>CAPS TOPICS</b>	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking Media	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking	Dramatic skills development Drama elements in playmaking Appreciation and reflection	Dramatic skills development Drama elements in playmaking Appreciation and reflection	Dramatic skills development Drama elements in playmaking Appreciation and reflection	Appreciation and reflection Media
<b>CONCEPTS, SKILLS AND VALUES</b>  <b>*IMPROVISED DRAMA</b>	<b>Voice:</b> Relaxation and breathing exercises <b>Physical:</b> Posture (neutral position), physical loosening and energising of the body activities <b>Improvisation based on a theatre style:</b> Choose only one: <ul style="list-style-type: none"> <li>comedy</li> <li>tragedy</li> <li>musical</li> <li>puppetry</li> </ul> <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles)	<b>Voice:</b> Relaxation and breathing exercises <b>Physical:</b> Posture (neutral position), physical loosening and energising of the body activities <b>Improvisation based on a theatre style:</b> Develop structure for performance: plot, characters, time, place, space and audience <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles)	<b>Voice:</b> Relaxation, breathing and resonance exercises <b>Physical:</b> Trust activities with partners and in small groups <b>Improvisation based on a theatre style:</b> Most important moments/ highlights, effective words or dialogue and crucial movements	<b>Voice:</b> Relaxation, breathing and resonance exercises <b>Physical:</b> Mirror work (using slow, controlled mirroring of narrative mime sequences) <b>Improvisation based on a theatre style:</b> Technical resources to enhance the performance: <ul style="list-style-type: none"> <li>props</li> <li>set pieces</li> <li>- costume pieces</li> </ul>	<b>Voice:</b> Relaxation, breathing and resonance exercises <b>Physical:</b> Lead and follow movements in pairs, small groups and as a class <b>Improvisation based on a theatre style:</b> Technical resources to enhance the performance: <ul style="list-style-type: none"> <li>sound</li> <li>basic lighting</li> </ul>	<b>Voice:</b> Relaxation, breathing and articulation exercises <b>Physical:</b> Imagery to warm-up the body and explore movement dynamics <b>Improvisation based on a theatre style:</b> Practise the drama and refine for final performance	<b>Voice:</b> Relaxation, breathing and articulation exercises <b>Physical:</b> Explore character and mood through movement <b>Improvisation based on a theatre style:</b> Practise the drama and refine for final performance	<b>Voice:</b> Relaxation, breathing and articulation exercises <b>Physical:</b> Explore character and mood through movement <b>Improvisation based on a theatre style:</b> Practise the drama and refine for final performance	<b>FORMAL PRACTICAL ASSESSMENT</b> Classroom improvised drama OR Recording/ filming of improvised drama
<b>REQUISITE PRE-KNOWLEDGE</b>	<b>VOICE</b> Basic skills and understanding of articulation, breathing and resonance <b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space <b>BASIC IMPROVISATION TECHNIQUES</b> Understanding and application of drama elements - character, plot, time, space and audience <b>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</b>								
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Appropriate performance space: Open classroom, hall, stage CD player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker <a href="https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU">https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU</a>								
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>								
	Workbook: Exploring and selecting drama styles Worksheet on media	Workbook: Mind map of elements of drama and skeleton of plot of the play Worksheet on media	Observation, side coaching and direction on application of time	Workbook: Costume design, list of props and set design	Workbook: Design of sound and lighting Teacher observation and guidance	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Rehearsal: Side coaching, directing by teacher and peers towards polished performance	Workbook: Critical reflection based on peer interpretation and performance of polished/ recorded improvisation, using drama terminology
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal practical assessment in week 10-11</b>								<b>Formal assessment task: Improvised drama performance</b> <b>25 marks assessed with a rubric</b>

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DRAMA): GRADE 8 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-10
<b>CAPS TOPICS</b>	Dramatic skills development Interpretation & performance Dialogues/ Dramatised prose/ Indigenous storytelling	Dramatic skills development Interpretation & performance: Dialogues/ Dramatised prose/ Indigenous storytelling	Dramatic skills development Interpretation & performance: Dialogues/ Dramatised prose/ Indigenous storytelling Appreciation and reflection	Dramatic skills development Interpretation & performance: Dialogues/ Dramatised prose/ Indigenous storytelling Appreciation and reflection	Dramatic skills development Interpretation & performance: Dialogues/ Dramatised prose/ Indigenous storytelling Appreciation and reflection	<b>Practical examination: Individual OR small group performance</b> Vocal and physical skills Interpretation & performance of texts: Dialogues/ Dramatised Prose/ Indigenous Storytelling <b>25 marks</b> <b>Written examination: Drama terminology</b> Elements of drama as explored in all topics of term 3 & 4 Reflection and appreciation, analysis and application using dramatic texts: Dialogues/ dramatised prose/ indigenous storytelling <b>25 marks</b> <b>Equal weighting between theory and practical test</b> <b>Recommendation: Test slot on timetable to assess practical test</b> <b>Cognitive levels:</b> <b>Lower order – 30%</b> <b>Middle order – 40%</b> <b>Higher order – 30%</b>
<b>CONCEPTS, SKILLS AND VALUES</b>  *DIALOGUES HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE	<b>Voice:</b> Relaxation and breathing exercises <b>Physical:</b> Posture (neutral position), release tension, loosen and energise the body activities <b>Interpretation and performance skills – Dialogues</b> Text analysis	<b>Voice:</b> Relaxation and breathing exercises. <b>Physical:</b> Posture (neutral position), release tension, loosen and energise the body activities <b>Interpretation and performance skills – Dialogues</b> <ul style="list-style-type: none"> <li>• Interpretation of character(s)</li> <li>• Emotional connection</li> <li>• Vocal and physical characterisation</li> </ul>	<b>Voice:</b> Articulation and projection exercises <b>Physical:</b> Physical relationships in pairs <b>Interpretation and performance skills – Dialogues</b> Interaction and development of relationship Stage space, placing of actors and movement patterns	<b>Voice:</b> Articulation and projection exercises <b>Physical:</b> Physical relationships in pairs <b>Interpretation and performance skills – Dialogues</b> Interaction – listening and responsiveness, stay in character Audience contact – memorable, engaging and effective presentation	<b>Voice:</b> Articulation and projection exercises. <b>Physical:</b> Focus and control activities <b>Interpretation and performance skills – Dialogues</b> Rehearsal, preparing for final performance	
<b>REQUISITE PRE-KNOWLEDGE</b>	<b>VOICE</b> Basic skills and understanding of breathing, tone, resonance, articulation and projection <b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space <b>BASIC PERFORMANCE SKILLS AND TECHNIQUES</b> Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience Rehearsal; audience behaviour and theatre etiquette					
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Appropriate performance space: Open classroom, hall, stage CD player, interactive whiteboard, data projector, television, laptop, video camera, cell phone Pictures, photographs, stories, poems, anecdotes, one-liners, video clips, HEI brochures, books, magazines, articles, newspapers Appropriate digital apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, websites, Video Maker <a href="https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU">https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU</a>					
<b>LESSON PLAN TESTPLES</b>	<b>INTRODUCTORY LESSONS ON DIALOGUES</b> <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a>					
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>					
	Workbook: Text analysis of dialogue – style, plot, characters, setting and time	Workbook: Diagram/ collage/ mind map of character and character analysis	Observation, side coaching, direction and peer assessment Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Observation, side coaching, direction and peer assessment Workbook: Reflect on terminology and practical work explored thus far Make use of worksheets, quizzes or journal entries	Rehearsal: Side coaching and directing by teacher and peers towards polished performance; self and peer assessment Workbook: Reflect on own performance through guided questions or journal entries	
<b>SBA (FORMAL ASSESSMENT)</b>	Formal written and practical exam in week 6-10					