

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 7 Creative Arts: Drama 2020

TERM 1: 48 Days	1: 15 – 17 Jan (3 days)	2: 20 – 24 Jan	3: 27 – 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 – 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 – 20 Mar
CAPS topic	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
Concepts, Skills and Values	<p>Voice: relaxation and breathing exercises. Physical: release tension and mirror work activities.</p> <p>Commence development of short improvisation (use themes relevant to learners). Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners.</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: use imagery to warm-up the body.</p> <p>Develop a storyline with beginning, middle and end. Focus on Who, What, Where and When.</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: use imagery to warm-up the body.</p> <p>Shape and develop scenes – using tableaux.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Develop characters, space, theme and message of drama.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Explore physical relationships in space, focus points, levels, and proximity of characters to each other. Consider where the audience is seated.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Focus of listening and concentration, action and reaction. Practise the scene, refining it for performance (homework – rehearse own part and if possible in group to prepare for formal practical assessment in weeks 8 and 9)</p>	Research careers of actors/dancers/singers/clowns/stand-up comedians.	Present /submit (video/written/audio/electronic – website/PowerPoint) research careers of actors/dancers/singers/clowns/stand-up comedians.	Classroom improvised drama	Classroom improvised drama
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>						<p>Basic research skills: Access (how find information) Enquire, locate, identify, observe, research Process (the information) Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose</p>		<p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette</p>	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p>									
Informal Assessment & Remediation	<p>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.</p>									
SBA (Formal Assessment)	<p>Formal Assessment Task: Practical Assessment during week 9 and 10.</p>								<p>Formal Assessment Task: Drama Performance 50 marks assessed with a rubric</p>	

TERM 2: 39 Days	1. 1 – 5 June	2. 8-12 June	3. 15 – 19 June (4 days)	4. 22 -26 Jun	5. 29 Jun – 3 July	6. 6 – 10 July	7. 13 – 17 July	8. 20 – 24 July
CAPS Topics	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse
Concepts, Skills and Values	<p>Voice: relaxation & breathing exercises. Focus on posture. Physical: release tension, loosen and energise the body activities.</p> <p>Choral verse: Text analysis</p>	<p>Voice: relaxation & breathing exercises. Physical: release tension, loosen and energise the body activities.</p> <p>Choral verse: Listening and responding to cues.</p>	<p>Voice: relaxation, breathing & resonance exercises. Physical: release tension, focus, loosen and energise the body activities.</p> <p>Choral verse: Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others.</p>	<p>Voice: breathing & resonance exercises. Physical: release tension, focus, loosen and energise the body activities.</p> <p>Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc.</p>	<p>Voice: breathing, resonance & articulation exercises. Physical: use imagery to explore movement dynamics.</p> <p>Choral verse: Group movement, working as one and using body percussion.</p>	<p>Voice: articulation & projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics.</p> <p>Choral verse: Rehearse all aspects explored in previous weeks towards polished performance.</p>	<p>Voice: articulation & projection exercises. Physical: use imagery to warm-up, explore movement dynamics through lead and follow movements in pairs, small groups and as a class. Choral verse: Rehearse all aspects explored in previous weeks towards polished performance.</p>	<p>Voice: articulation exercises. Physical: use imagery to warm-up, explore movement dynamics through lead and follow movements in pairs, small groups and as a class. Choral verse: Polished performance.</p>
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.</p>							
Resources (other than textbook) to enhance learning.	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p>							
Informal Assessment & Remediation	<p>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.</p>							
SBA (Formal Assessment)	<p>No Formal Assessment in Term 2.</p>							

TERM 3: 37 Days	1. 3 – 7 Aug	2. 11 – 14 Aug (4 days)	3. 17 – 21 Aug	4. 24 – 28 Aug	5. 31 Aug – 4 Sep	6. 7 – 11 Sep	7. 14 – 18 Sep	8. 21 – 23 Sep
CAPS Topics	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)
Concepts, Skills and Values	Voice: relaxation, breathing and posture exercises. Physical: loosening and energising of the body activities. Improvised Drama Drama elements in cultural and social events, compared to their use in theatre, create a drama using a cultural or social event as stimulus.	Voice: relaxation, breathing and posture exercises. Physical: loosening and energising of the body activities. Improvised Drama (continue) Actors Audience Space	Voice: breathing and resonance exercises. Physical: trust exercises in partners and small groups. Improvised Drama (continue) Time Costumes	Voice: breathing and resonance exercises. Physical: trust exercises in partners and small groups. Improvised Drama (continue) Props Special effects	Voice: breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics. Improvised Drama (continue) Music or accompaniment Movement or choreography Chants or use of call and response Dialogue	Voice: breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics. Improvised Drama (continue) Practise the drama to prepare for formal practical assessment in week 7 and 8.	Voice: articulation and projection exercises. Physical: lead and follow movements in pairs, small groups and as a class. Improvised Drama (final) Formal practical assessment of improvised drama.	Voice: articulation and projection exercises. Physical: lead and follow movements in pairs, small groups and as a class. Improvised Drama (final) Formal practical assessment of improvised drama.
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>							
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p>							
Informal Assessment & Remediation	<p>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.</p>							
	Workbook: mind map of elements of drama. skeleton of plot of the play	Workbook: skeleton of plot of the play.	Observation, side coaching and direction on application of time. Workbook: costume design	Workbook: design and list props and special effects.	Observation, side coaching and direction of all aspects developed thus far.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Workbook: reflection on performance.	Classroom discussion and reflection. Workbook: reflection on performance.	Classroom discussion and reflection. Workbook: reflection on performance.
SBA (Formal Assessment)	Formal Practical Assessment in week 7 and 8.							Formal Assessment Task: Drama Performance 50 marks assessed with a rubric

TERM 4: 35 Days	1. 28 Sep – 2 Oct	2. 5 – 9 Oct	3. 12 – 16 Oct	4. 19 – 23 Oct	5. 26 – 30 Oct	6. 2 – 6 Nov	7. 9 – 13 Nov	8 – 10: Examination
CAPS Topics	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	<p>Written Examination: Drama Terminology</p> <p>Elements of Drama as explored in all topics of term 2 – 4. Reflection and appreciation Analysis and application using dramatic texts: Choral Verse & Folktales 50 marks</p> <p>Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%</p>
Concepts, Skills and Values	Voice: breathing, relaxation and posture exercises. Physical: release tension, loosen and energise the body activities. Folktales (individual or group performance) Text analysis	Voice: breathing, relaxation & posture exercises. Physical: release tension, loosen and energise the body activities. Folktales (individual or group performance) Storytelling techniques, narrative and dialogue.	Voice: breathing and resonance exercises. Physical: focus activities. Folktales (individual or group performance) Vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis and tone.	Voice: breathing and resonance exercises. Physical: focus activities. Folktales (individual or group performance) Movement, body language, facial expression, eye contact vocal characterisation and physical characterisation.	Voice: breathing and articulation exercises. Physical: use imagery to explore movement dynamics. Folktales (individual or group performance) Using vocal sound effects as background sounds or as a sound track: integrating song where appropriate.	Voice: articulation and projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics. Folktales (individual or group performance) Rehearse all aspects explored in previous weeks towards polished performance.	Voice: articulation and projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics Folktales (individual or group performance) Polished performance.	
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.</p>							
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p>							
Informal Assessment & Remediation	Workbook: text analysis of Folktale.	Observation and side coaching.	Observation, side coaching and direction of tableaux. Workbook: New terminology explored through quizzes and worksheets.	Observation, side coaching and direction of tableaux. Workbook: New terminology explored through quizzes and worksheets.	Observation and side coaching.	Rehearsal: side coaching, directing by teacher and peers towards polished performance; self and peer assessment	Polished performance. Self, teacher and peer assessment	
SBA (Formal Assessment)	Formal Written Examination in Week 8 – 10.							Formal Assessment Task: Written exam 50 marks assessed through theory paper with memorandum