



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
CAPS TOPICS	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
CONCEPTS, SKILLS AND VALUES *IMPROVISED DRAMA	Voice: Relaxation – restful alertness and breathing exercises Physical: Posture (neutral position), release tension and establish trust activities Research for short improvisation: - Theme related to a social or environmental issue - Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. - Research and discussion Media Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre)	Voice: Relaxation – restful alertness and breathing exercises Physical: Posture (neutral position), release tension and establish trust activities. Research for short improvisation: - Theme related to a social or environmental issue - Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. - Research and discussion Media Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre)	Voice: Relaxation – restful alertness and breathing exercises Physical: Posture (neutral position) and release tension activities Devise topic from research: Develop structure for performance: plot, characters, time, place, space and audience	Voice: Relaxation and breathing exercises Physical: Posture (neutral position) and body as an instrument of expression activities Shape and focus the performance: - Exploration of space and time, e.g. playback, jumps in time, different time and place, flashbacks - Use of symbols	Voice: Breath control and capacity, and resonance exercises Physical: Posture (neutral position) and body as an instrument of expression activities Shape and focus the performance: Audibility of spoken dialogue	Voice: Breath control and capacity, and resonance exercises Physical: Posture (neutral position), develop concentration and focus activities Shape and focus the performance: Finding a clear focus: remove unnecessary/confusing dialogue and movements	Voice: Breath control and capacity, and resonance exercises Physical: Posture (neutral position), develop concentration and focus activities Shape and focus the performance: Developing and sustaining dramatic tension	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/ filming of improvised drama	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/ filming of improvised drama	FORMAL PRACTICAL ASSESSEMENT Classroom improvised drama OR Recording/ filming of improvised drama
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of breathing and resonance PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience				BASIC RESEARCH SKILLS Access (find information) – enquire, locate, identify, observe, research Process (the information) – arrange, compare, evaluate, analyse, communicate Use – accept, reject, apply, choose BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	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 https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU Lesson plans: https://bit.ly/37WLphE									
INFORMAL ASSESSMENT AND REMEDIATION	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									
	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		
SBA (FORMAL ASSESSMENT)	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
CAPS TOPICS	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	Practical test: individual / Small group performance Vocal and physical skills. Interpretation & performance of texts: South African / Praise poetry 25 marks Written test: Drama terminology 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 25 marks Equal weighting between theory and practical test. Recommendation: Test slot on timetable to assess practical test Cognitive levels: Lower order – 30% Middle order – 40% Higher order – 30%
CONCEPTS, SKILLS AND VALUES *SA POETRY HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE	Voice: Relaxation, breathing and tone exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities. Interpretation and performance skills – SA poem Text analysis – expressing piece in own words	Voice: Relaxation, breathing and tone exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – SA poem Vocal clarity, pitch, pace, pause, tone, volume and emphasis	Voice: Breathing, tone and resonance exercises Physical: Posture, focus and control activities Interpretation and performance skills – SA poem Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement.	Voice: Breathing, tone and resonance exercises. Physical: Posture, focus and control activities Interpretation and performance skills – SA poem Integrating verbal characterisation and physical expressiveness: Appropriate use of movement and/or stillness	Voice: Articulation, breathing and resonance exercises Physical: Explore movement dynamics and relaxation activities Interpretation and performance skills – SA poem Emotional connection – Audience contact – memorable, engaging and effective presentation (mood)	Voice: Articulation, breathing and resonance exercises Physical: Focus, control and relaxation activities Interpretation and performance skills – SA poem Rehearsal towards performance	Voice: Articulation, breathing and resonance exercises Physical: Focus, control and relaxation activities Interpretation and performance skills – SA poem Final rehearsal towards performance	
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of breathing, tone, resonance and articulation PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space				BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience; rehearsal Audience behaviour and theatre etiquette			
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	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 https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU							
LESSON PLAN TESTPLES	INTRODUCTORY LESSONS ON POETRY PERFORMANCE Lesson plans: https://bit.ly/3IEYT6E STRENGTHENING SKILL IN POETRY PERFORMANCE Lesson plans: https://bit.ly/36nNNPa							
INFORMAL ASSESSMENT AND REMEDIATION	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							
	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	
SBA (FORMAL ASSESSMENT)	Formal written and practical assessments in week 9-11							

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
CAPS TOPICS	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
CONCEPTS, SKILLS AND VALUES *IMPROVISED DRAMA	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), physical loosening and energising of the body activities Improvisation based on a theatre style: Choose only one: - comedy - tragedy - musical - puppetry Media Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles)	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), physical loosening and energising of the body activities Improvisation based on a theatre style: Develop structure for performance: plot, characters, time, place, space and audience Media Film, television, radio, documentaries, interviews and internet (briefly explore different theatre styles)	Voice: Relaxation, breathing and resonance exercises Physical: Trust activities with partners and in small groups Improvisation based on a theatre style: Most important moments/ highlights, effective words or dialogue and crucial movements	Voice: Relaxation, breathing and resonance exercises Physical: Mirror work (using slow, controlled mirroring of narrative mime sequences) Improvisation based on a theatre style: Technical resources to enhance the performance: - props - set pieces - costume pieces	Voice: Relaxation, breathing and resonance exercises Physical: Lead and follow movements in pairs, small groups and as a class Improvisation based on a theatre style: Technical resources to enhance the performance: - sound - basic lighting	Voice: Relaxation, breathing and articulation exercises Physical: Imagery to warm-up the body and explore movement dynamics Improvisation based on a theatre style: Practise the drama and refine for final performance	Voice: Relaxation, breathing and articulation exercises Physical: Explore character and mood through movement Improvisation based on a theatre style: Practise the drama and refine for final performance	Voice: Relaxation, breathing and articulation exercises Physical: Explore character and mood through movement Improvisation based on a theatre style: Practise the drama and refine for final performance	FORMAL PRACTICAL ASSESSMENT Classroom improvised drama OR Recording/ filming of improvised drama
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of articulation, breathing and resonance PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC IMPROVISATION TECHNIQUES Understanding and application of drama elements - character, plot, time, space and audience BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE								
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	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 https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU								
INFORMAL ASSESSMENT AND REMEDIATION	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								
	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
SBA (FORMAL ASSESSMENT)	Formal practical assessment in week 10-11								Formal assessment task: Improvised drama performance 25 marks assessed with a rubric

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
CAPS TOPICS	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	Practical examination: Individual OR small group performance Vocal and physical skills Interpretation & performance of texts: Dialogues/ Dramatised Prose/ Indigenous Storytelling 25 marks Written examination: Drama terminology 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 25 marks Equal weighting between theory and practical test Recommendation: Test slot on timetable to assess practical test Cognitive levels: Lower order – 30% Middle order – 40% Higher order – 30%
CONCEPTS, SKILLS AND VALUES *DIALOGUES HAS BEEN SELECTED FOR THIS PLANNING TEMPLATE	Voice: Relaxation and breathing exercises Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Dialogues Text analysis	Voice: Relaxation and breathing exercises. Physical: Posture (neutral position), release tension, loosen and energise the body activities Interpretation and performance skills – Dialogues • Interpretation of character(s) • Emotional connection • Vocal and physical characterisation	Voice: Articulation and projection exercises Physical: Physical relationships in pairs Interpretation and performance skills – Dialogues Interaction and development of relationship Stage space, placing of actors and movement patterns	Voice: Articulation and projection exercises Physical: Physical relationships in pairs Interpretation and performance skills – Dialogues Interaction – listening and responsiveness, stay in character Audience contact – memorable, engaging and effective presentation	Voice: Articulation and projection exercises. Physical: Focus and control activities Interpretation and performance skills – Dialogues Rehearsal, preparing for final performance	
REQUISITE PRE-KNOWLEDGE	VOICE Basic skills and understanding of breathing, tone, resonance, articulation and projection PHYSICAL Basic skills in warming up the body, posture, physical characterisation and use of space BASIC PERFORMANCE SKILLS AND TECHNIQUES Ability to read and interpret texts Understanding and application of drama elements – character, plot, time, space and audience Rehearsal; audience behaviour and theatre etiquette					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	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 https://drive.google.com/open?id=1JCm_KE5yzfHb2nKq15sdtkLDigDTGWJU					
LESSON PLAN TESTPLES	INTRODUCTORY LESSONS ON DIALOGUES https://bit.ly/3k7IRS2					
INFORMAL ASSESSMENT AND REMEDIATION	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					
	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	
SBA (FORMAL ASSESSMENT)	Formal written and practical exam in week 6-10					

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

TERM 1	WEEK 1-2		WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
CAPS TOPICS	Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition
CONCEPTS, SKILLS AND VALUES	Dance theory and literacy Baseline assessment: This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 7 The baseline could include the following, and is not limited to: • Practical/performance activities (exercises) exploring different dance elements: space, time, force • Participation in short dance sequence • Classroom discussion (verbal question and answer, group discussions) on basic dance elements • A quiz, online competition/ educational games • Identifying dance movements through visual aids • Mind map of code of conduct • Educational games • Worksheets		Dance performance 1. Dance conventions: Setting a safe environment 2. Warm up: Locomotors, creating a safe environment 3. Floor work: Core stability exercise: Strengthening back, abdominal muscles 4. Cooling down with imagery Dance improvisation and composition Basic locomotor movements, varying space and direction: Walk & run, skip, hop, jump, slide, gallop, leap Dance theory and literacy • Dance terminology • Locomotor & non-locomotor movement terms	Dance performance 1. Dance conventions: Continues with establishing a code of conduct 2. Warm up: Explore various locomotors and non-locomotors in combination varying in tempo as for topic 2 3. Floor work: Continues with focus on breathing and curving and lengthening of the spine 4. Travelling movement combinations across the floor 5. Cooling down with imagery Dance theory and literacy • Dance terminology • Code of conduct: Poster	Dance performance 1. Warm up: Locomotors & non-locomotors with change of direction as for topic 2 2. Leg muscles and joint strengthening and mobility: Knee bends and rises in parallel and turned-out 3. Articulation of feet and mobility of ankle and knee joints: Foot isolations 4. Travelling movement combinations across the floor & changing directions 5. Cooling down with safe, slow stretching Dance theory and literacy • Dance terminology • Locomotor and non-locomotor movements	Dance performance 1. Warm up: With change of direction and focus 2. Leg muscles and joint strengthening and mobility: Continues with low leg extensions/brushes 3. Articulation of feet and mobility of ankle and knee joints: With small jumps and safe landings 4. Cooling down with imagery and safe, slow stretching Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo	Dance performance 1. Warm up 2. Floor work 3. Leg muscles and joint strengthening and mobility 4. Articulation of feet and mobility of ankle and knee joints 5. Travelling movement combinations 6. Cooling down Dance improvisation and composition Continue developing a short dance sequence Dance theory and literacy Dance terminology	Dance performance Preparation towards the FAT (Formal Assessment Task) Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo directions, levels and tempo	Formal practical assessment task (FAT) Dance performance Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo 25 marks assessed with a rubric
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique Understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements Basic understanding of dance elements such as time, space, safe landings Understanding and application towards correct posture and alignment								Preparation towards dance performance during past 8 weeks Performance skills, audience behaviour and theatre etiquette
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space, CD player, interactive whiteboard/data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35 Lesson plans: https://bit.ly/37WLphE								Appropriate performance space: Classroom, hall, stage, etc. CD player, video camera, cell phone camera (optional)
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: Mind map on code of conduct in the dance class – discussion, negotiation and ideas for generating a class poster	Workbook: Mind map/ worksheet/ diagram on elements of dance explored in grade 7	Workbook: Reflection by means of journal on locomotor and non-locomotor movements and terminology	Workbook: Code of conduct in the dance class: Generating a class poster, reflection on new dance terminology by means of journal/ worksheet/ mind map	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Diagram on dance elements The importance of warm up and cooling down	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: Diagram on dance elements	Teacher guidance towards dance performance. Peer assessment on locomotor & non-locomotor combinations. Workbook: Worksheet for peer assessment	Rehearsal, directing by teacher and peers towards polished dance performance. Workbook: Worksheet for reflecting on dance performance	Classroom discussion and critical reflection using dance terminology learnt during past weeks
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance								

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

TERM 2	WEEK 1-2		WEEK 3-4		WEEK 5-6		WEEK 7-8		WEEK 9-10		WEEK 11	
CAPS TOPICS	Dance performance Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy	
CONCEPTS, SKILLS AND VALUES	Dance performance Dance Conventions: Consolidation of term 1 work 1. Warm up: Revise routine from term 1. 2. Floor work: Revise core stability for strengthening back & stomach muscles, focusing on breathing 3. Leg muscles and joint strengthening & mobility: Knee bend & rises in parallel and turned out position 4. Simple turns with eye focus: Using hand gesture, articulation and coordination 5. Cooling down with slow safe stretching as in term 1 with focus on breathing Dance theory and literacy Revision of term 1 work Code of conduct – refer to class poster and workbook		Dance performance 1. Warm up: Building onto the routine focusing on good posture 2. Floor work: Developing strength and mobility in the hips and feet 3. Leg muscles and joint strengthening & mobility: Revise from term 1 and add lunges 4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations 5. Simple turns with eye focus: Continue using hand gesture, articulation and coordination 6. Cooling down with gradual reduction in speed Dance improvisation and composition Explore dance element of time – slow motion and double time Dance theory and literacy The purpose of warming up		Dance performance 1. Warm up: Continues focusing on alignment 2. Floor work: Continues with focus on transfer of weight 3. Leg muscles and joint strengthening & mobility: Add leg lifts 4. Articulation of the feet and mobility of the ankle and knee joints: Add small jumps off two feet landing on two feet with rhythmic patterns 5. Aerial/travelling movements: Moving across the space using a range of music genres and rhythms 6. Cooling down with gradual reduction in size of movements Dance improvisation and composition Steps from a social or popular dance style Dance theory and literacy The purpose of cooling down		Dance performance 1. Warm up: Routine established 2. Floor work: Add lunges and steps in all directions 3. Leg muscles and joint strengthening & mobility: Add kicks with hand coordination 4. Articulation of the feet and mobility of the ankle and knee joints: Add safe landing 5. Aerial/travelling movements: Moving across the space using a range of music genres and rhythms using leading and following as in topic 2 6. Cooling down with reduction of speed and size of stretching Dance improvisation and composition Steps from a social or popular dance style Dance theory and literacy - Dance terminology - Dance elements - Revise work from term 1 and 2		Dance performance Preparation towards the FAT (Formal assessment task) 1. Warm up 2. Floor work 3. Leg muscles and joint strength & mobility 4. Articulation of feet & mobility of ankle & knee joints 5. Simple turns 6. Cool down Dance improvisation and composition Steps from a social or popular dance style		Practical & written formal assessment: Test Practical formal assessment: Dance group performance – improvisation and composition: Steps from a social or popular dance 25 marks assessed with a rubric Written formal assessment (Work from term 1 and 2) Dance performance Dance improvisation and composition Dance theory and literacy Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30% 25 marks assessed with a memorandum	
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique Understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements Basic understanding of dance elements such as time, space, safe landings Understanding and application towards correct posture and alignment Learning steps from a social or popular dance style										Preparation towards dance performance during past 9 weeks. Performance skills, audience behaviour and theatre etiquette.	
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35 Lesson plans: https://bit.ly/3qjM0m3										Appropriate performance space: classroom, hall, stage, etc. / CD player Video camera / cell phone camera (optional)	
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.											
	Workbook: Revise code of conduct and dance terminology from term 1 through worksheet or diagram	Workbook: Mind map of skills and techniques explored in floor work	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Reflection by means of journal on purpose of warm up	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Explore dance element of time through mind map/worksheet/ diagram	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: Reflection by means of journal on purpose of cool down	Teacher guidance towards dance performance Peer assessment on dance improvisation and composition Workbook: Worksheet for peer assessment	Rehearsal, directing by teacher and peers towards polished dance performance. Workbook: Worksheet for reflecting on dance performance Classroom discussion and critical reflection using dance terminology learnt during past weeks	Classroom discussion and critical reflection using dance terminology learnt during past weeks				
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance & written assessment											

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

TERM 3	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9	WEEK 10-11
CAPS TOPICS	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition
CONCEPTS, SKILLS AND VALUES	Dance performance Dance conventions: Consolidation of term 1 and 2 work 1. Warm up: Add spinal rolls to routine 2. Floor work: Developing strength and mobility in hips and feet 3. Leg muscles and joint strengthening & mobility: Knee bends, rises, lunges, leg lifts and kicks 4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations and small jumps, off two feet and landing on two feet with rhythmic patterns, focusing on safe landings 5. Aerial/travelling movements: Moving across the space using a range of music genre and rhythms 6. Cooling down with gradual reduction of speed and size of movements Dance improvisation and composition Dance elements: Time – slow motion, double time, varying accents and polyrhythms Dance theory and literacy Purpose of warming up and cooling down	Dance performance 1. Warm up: Add side bends, still focusing on posture and alignment 2. Floor work: Add arm mobilisation, positions and sequences 3. Leg muscles and joint strengthening & mobility: Add knee bends and rises with balance 4. Transfer of weight with turns: Lunges and steps in all directions, simple turns with eye focus 5. Articulation of the feet and mobility of the ankle and knee joints: Add jumps off two feet landing on one foot 6. Learning a short dance sequence focusing on teamwork (if possible) 7. Cooling down with added stretches Dance improvisation and composition Exploration of dance elements: Space – symmetry, asymmetry and patterning Dance theory and literacy Discussion of social or popular dance: Origin, characteristics, effect on dancers and audience	Dance performance 1. Warm up: Add swinging arms and circling different body parts 2. Leg muscles and joint strengthening & mobility: Add circular leg movements 3. Transfer of weight with turns: Transfer of weight combinations with rhythmic variations and turns on one leg with eye focus 4. Articulation of the feet and mobility of the ankle and knee joints: Add small jumps off one-foot landing on one foot 5. Aerial/travelling movements: E.g. gallop, step hop and leap 6. Learning a short dance sequence focusing on presentation skills 7. Cooling down through stretching and relaxation exercises with soft gentle music Dance improvisation and composition Exploration of dance elements: Force – how the use of energy/force affects the quality of dance movement, weight, gravity Dance theory and literacy Dance and related careers – research and presentations	Dance performance 1. Warm up: Spinal rolls, side bends focusing on posture and alignment, arm swings and circling different body parts 2. Leg muscles and joint strengthening & mobility: Add kicks in all directions 3. Transfer of weight with turns: Lunges and steps in all directions, combinations with rhythmic variations and turns on one leg with eye focus 4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations and small jumps, off two feet and landing on one foot and off one-foot landing on one foot with focusing on safe landings 5. Aerial/travelling movements: E.g. gallops, step hops and leaps 6. Steps and sequence from a social or popular dance style 7. Cooling down through stretching and relaxation exercises with soft gentle music Dance improvisation and composition Exploration of dance elements: Time, space and force Dance theory and literacy Dance and related careers – research and presentations	Dance performance Preparation towards the FAT (Formal assessment task) Dance improvisation and composition Composition of a short dance sequence combining dance elements of space, time and force with use of varying directions, levels and tempo 25 marks assessed with a rubric	Formal practical assessment task (FAT) Dance performance Dance improvisation and composition Composition of a short dance sequence combining dance elements of space, time and force with use of varying directions, levels and tempo 25 marks assessed with a rubric
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique Understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements Basic understanding of dance elements such as time, space, safe landings Understanding and application towards correct posture and alignment Learning a short dance sequence				Preparation towards dance performance during past 9 weeks Performance skills, audience behaviour and theatre etiquette	
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35 Lesson plans: https://bit.ly/36nNNPa				Appropriate performance space: classroom, hall, stage, etc. CD player, video camera, cell phone camera (optional)	

TERM 3	WEEK 1-2		WEEK 3-4		WEEK 5-6		WEEK 7-8		WEEK 9		WEEK 10-11				
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher														
	Workbook: Revise code of conduct in the dance class Dance Elements such as time Purpose of warm up and cool down through mind maps/ worksheets/ diagrams/ questionnaire/ educational games, etc.		Workbook: Revise and explore floor work skills Dance element of time through mind maps/ worksheets/ diagrams/ questionnaire/ educational games, etc.		Observation, side coaching and direction by teacher to continuously improve technique Workbook: explore the dance element of space through mind map/ worksheet/ diagram		Present visual aids of social of popular dance Class discussion and worksheet/ questionnaire on the impact of the specific dance		Observation, side coaching and direction on safe landing, spotting, jumps, etc. Workbook: Explore the dance element of force through mind map/ worksheet/ diagram		Workbook: Research on and preparation of dance and related careers Visual aids such as magazines/ newspapers/ digital resources etc.		Observation, side coaching and guidance towards dance performance Peer reflection on dance sequence through worksheet/ questionnaire. Rehearsal, directing by teacher and peers towards polished dance performance		Classroom discussion and critical reflection using dance terminology learnt during past weeks Workbook: Reflection by means of journal on dance performance
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance														

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

TERM 4	WEEK 1-2		WEEK 3-4		WEEK 5-6		WEEK 7-8		WEEK 9-10
CAPS TOPICS	Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy
CONCEPTS, SKILLS AND VALUES	Dance performance Consolidation of work done in previous terms 1. Warm up: Consolidation of previous terms 2. Cooling down: Consolidation of previous terms 3. Mastery of the dance class: Attention to detail, correct posture, correct alignment, safe landings from aerial movements Dance theory and literacy Revision of dance theory and literacy from previous terms		Dance performance 1. Warm up: Consolidation of previous terms 2. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness 3. Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts Dance theory and literacy Revision of dance theory and literacy from previous terms		Dance performance 1. Warm up: Consolidation of previous terms 2. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness 3. Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts Dance improvisation and composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought Dance theory and literacy Reflection on own dance experiences		Dance performance 1. Warm up: Consolidation of previous terms 2. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness 3. Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts Dance improvisation and composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought Dance theory and literacy Reflection on own dance experiences		Practical & written formal assessment: Examination Practical formal assessment Dance group performance – improvisation and composition: Mastery and performance of a short dance sequence showing commitment to the movement, attention to detail, timing and spatial awareness 25 marks assessed with a rubric Written formal assessment (Work from term 3 and 4) Dance performance Dance improvisation and composition Dance theory and literacy Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30% 25 marks assessed with a memorandum
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique Understanding concepts such as warm-up, cool down, locomotor and non-locomotor movements Basic understanding of dance elements such as time, space, safe landings Understanding and application towards correct posture and alignment Mastery of dance technique Exploration of dance concepts Reflecting on practices								
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35 Lesson plans: https://bit.ly/3k7IRS2								
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.								
	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise locomotor and non-locomotor movements through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise skills and techniques in floorwork through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise the importance and purpose of warm up through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise the importance and purpose of cool down through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise dance elements through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.	Teacher guidance towards dance performance Workbook: Peers reflect on dance composition through worksheet or questionnaire	Rehearsal, directing by teacher and peers towards polished dance performance Workbook: Reflection by means of journal on dance performance	Classroom discussion and critical reflection using dance terminology learnt during the past year	
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance & written assessment								