



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
DRAMATIC ARTS**

**TEACHER TRAINING MANUAL
2006**

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PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

5-DAY PROGRAMME FOR TEACHERS

SESSION	ACTIVITY	TIME	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	Introduction of training participants	3-4 hours	Mon AM
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC <ul style="list-style-type: none"> • 20 Questions • Requirements for HE 		
2. Introducing the Subject Statement	Introduction <ul style="list-style-type: none"> • Overview of <i>Dramatic Arts</i> • Purpose, Scope, Definition • New Content Gr. 11 • Implementation implications Subject Content and Approach: <ul style="list-style-type: none"> • LO 1: Unpacking • New Content • Progression • Approach to Learning, Teaching and Assessment • LO 2: Unpacking • New Content • Progression • Approach to Learning, Teaching and Assessment • LO 3: Unpacking • New Content • Progression • Approach to Learning, Teaching and Assessment 	20 hours	Mon PM
			Tuesday
			Wednesday

	<ul style="list-style-type: none"> • LO 4: Unpacking • New Content • Progression Approach to Learning, Teaching and Assessment		
	Conclusion / Wrap-up		
3. Planning for teaching subjects in the NCS	The Planning Cycle Elements in Planning	8 hours	Thursday
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11		
4. Annual assessment plan	Introduction OBA	5 hours	
	Annual assessment plan PAT		
	Conclusion / Wrap-up		
5. Conclusion 6. Way forward	Consolidation of all sessions Hand outs of digital copies	4 hours	Friday

Acronyms for Policy / Documents / Terminology

SS	Subject Statement for Dramatic Arts
LPGs	Learning Programme Guidelines
SAGs	Subject Assessment Guidelines
LO	Learning Outcome
AS	Assessment Standard
PAT	Performance Assessment Task

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants

Form of Activity: Introductions

ACTIVITY 2: Overview of the week of training / documents provided

Form of activity: Presentation

Resources: The 5-day training programme (PowerPoint)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

Content:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC

Part 1: 20 Questions

Form of Activity: Test and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector

Content:

- 20 questions focusing on the NCS and NSC

Instructions:

- Allow the participants to record their responses to each question as individuals on Worksheet 1
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

Form of Activity: Presentation and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

Content:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study

Form of Activity: Open-book and presentation

Resources: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

Content:

- Requirements for certificate, diploma and degree programmes

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes and fill in Worksheet 2

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 4 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy and Life Orientation.

SESSION 2 –

Introducing the Subject Statement (20 hours)

ACTIVITY 1: Introduction to Dramatic Arts (4 hours)

Form of Activity: Presentation and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, SS, LPGs, SAGs; Flipchart paper; Koki's; Prestik; worksheets; envelope containing numbered cards

Facilitation Method: Group work, Hot Potato; Numbered Heads; Individual tasks

1: Overview of Dramatic Arts

Instructions:

Each group receives a flipchart with a question, which they must answer as a collective with 5 minute intervals. The flipchart will then be rotated clockwise. Groups then answer the next question etc. until all questions have been answered.

Give an overview of the subject by answering the following **questions:**

- a. What is the scope of Dramatic Arts? (*refer to p. 10 in SS*)
- b. What is the purpose of Dramatic Arts? (*refer to p. 7 + 8 in LPG + p.9 in SS*)
- c. What is the definition of Dramatic Arts? (*refer to p.7 in LPG and p.9 in SS*)
- d. What is the relationship between the LOs with the Critical and Developmental Outcomes and NCS Principles? (*refer to p. 9 –11; 12-13 in LPG*)

2: Overview of Subject Developments

Instructions:

- Briefly highlight **new** content for Gr. 11 of the NCS with regard to the content of Report 550 / Interim Core Syllabus.
- Complete the **Worksheet 3** named: **Appendix 2: Session 2** (*Consult p. 14, 42 – 49 in SS and p. 14, 15 and 22 in LPG.*)
- Only scrutinize the content of the LO allocated to your group:
 - Group 1 : Refer to LO 1
 - Group 2: Refer to LO 2
 - Group 3: Refer to LO 3
 - Group 4: Refer to LO 4
- Appoint a presenter to give feedback on the group's findings.
- Consolidate meaning and understanding with clarity seeking questions and any additions.

3: Implementation of Dramatic Arts

Instructions:

Discuss the following questions in your groups. Appoint a scribe to record your answers on a flipchart paper. One member of the group must be ready to present the group's response when called upon. (*Refer to the extracts from the Overview document in your hand outs*)

- What is the Incremental implementation schedule of the DRAMATIC ARTS curriculum for Grades 10-12?
- What supporting policies are relevant to the subject and how they support the implementation of the subject DRAMATIC ARTS (list them, do not engage in them)
- What is the Time allocation and placement of DRAMATIC ARTS in the school timetable?

4: Progression across the Grades 10-12

Instructions:

- Refer to the same LO which was previously allocated to your group.
- Using the **numbered heads method**, open the envelope handed to your group. Each participant must select one card from the envelope. The number appearing on the card chosen will then be your cue, when called upon. This activity must be completed individually (by each member of the group).
- Scrutinize the LO allocated in Activity 2.1.2. Complete the worksheet to show how progression manifests across the grades 10-12.
- Complete **Worksheet 4: Appendix 2: Session 2**
- Be ready to respond when your number is called upon.

NOTE: Each Learning Outcome for DRAMATIC ARTS will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome Activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5).

ACTIVITY 2: Dramatic Arts Subject Content and Approach (18 hrs)

Part 1: LO1 – Apply Personal Resources (5½ hours)

Form of Activity: Presentation, interactive, report back and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, SS, LPGs, SAGs; Flipchart paper; Koki's; Prestik; worksheets; coloured paper strips

Content:

- Content, progression, integration and approach to teaching, learning and assessment

Subject Content (2 hours)

Instructions:

Do a critical study of the Grade 10-12 subject content for DRAMATIC ARTS as provided for Learning Outcome 1 on p.19 in LPG; p. 19, 21, 42, 44, 46, 48 in SS.

Links within LO 1: Apply Personal Resources

Instructions:

In pairs discuss and complete the questions on the worksheet.

- Show how the content links with the ASs within LO 1 by completing **Worksheet 5** named: **Appendix 2: Session 2**
- Individuals are called upon to give feed back and others just make additions where necessary.

New Content

Instructions:

- *Refer to the new content as discussed and presented in Part 1.*
- Are there any gaps in the suggested content?
- List these on strips of paper and paste them next to the relevant AS on the wall.
- Presenter goes over suggestions to reach a common understanding.
- Expand where necessary.

Teaching, Learning and Assessment Approach

Instructions:

Each group is allocated a different AS within LO 1:

Group 1 – LO 1 AS 1: p. 19 SS

Group 2 – LO 1 AS 2: p. 19 SS

Group 3 – LO 1 AS 3: p. 19 SS

Group 4 – LO 1 AS 4: p. 21 SS

- Use the **yellow strips** of paper to write the **verbs** contained in each AS, which gives a general indication of the **skills** that learners have to display when engaging in the activities.
- Use the **orange strips** of paper to write the **nouns** contained in each AS, which gives a general indication of the **knowledge** that learners have to know when engaging in the activities.
- Display on the wall nearest to your group under the heading LO 1: Apply personal Resources.
- Use the AS allocated to your group and complete the **Worksheet 6: Appendix 2: Session 2** making sure to focus on subject activities for DRAMATIC ARTS with regard to:
 - Skills, Knowledge and Values
 - Approach to teaching and learning activity
 - LTSM required for the activity
 - Input on Assessment: **How, when, who, why and what** to assess in the activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry the assessment out?

Use this checklist to ensure that your response is on track:

- Is the activity appropriate for the developmental age of the learner?
- Does the activity address the Assessment Standards of Learning Outcome with respect to the **skills, knowledge and values** that will be acquired through exposure to the activity?

Report Back (½ hour)

Each group appoints a presenter-(make sure to alternate the roles within the group)-reports back on behalf of the group and others make additions and contributions where needed, engaging in constructive discussions. All efforts will be recorded by appointed group members digitally on the computer and made available for other participants.

Part 2: LO 2 – Create, Make and Present (3½ hours)

Facilitator will guide you in the same line of questioning as in part 1

Part 3: LO 3 – Understand and analyse (3½ hours)

Facilitator will guide you in the same line of questioning as in part 1

Part 4: LO 4 – Reflect and Evaluate (3½ hours)

Facilitator will guide you in the same line of questioning as in part 1

Part 5: Integration across the Learning Outcomes (1 hour)

Form of Activity: Presentation, interactive, report back and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, SS, LPGs, worksheets, flipchart paper, Koki pens; Prestik

Content:

- Content, integration and approach to teaching, learning and assessment

Instructions:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each:
 1. Which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
 2. Can it be applied in relation to the content from different Learning Outcomes as well?
 3. Which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
 4. Can it be applied in relation to the content from different Learning Outcomes as well?
 5. Design a mind map of the group generated ideas of an activity and assessment outline to match the integrated sections using a flipchart.
 6. Assess yourself by answering the following questions:
 - Does the activity address the Assessment Standards of the integrated Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Is the Assessment well suited to the above with regard to forms, method, tools, etc.

Feedback:

One group gives feedback and the other groups can give additions if necessary.

ACTIVITY 3: Conclusion / Wrap-up (1 hour)

Form of Activity: Presentation and discussion: Gallery walk

Resources: SS; LPGs; SAGs

Instructions:

- Groups do a gallery walk around the room and consolidate all the inputs on various sections displayed on the walls, in the form of a Journal Reflection Sheet provided as hand out. Remember to:
- Pull all the issues together as displayed in various Learning Outcome discussions.
- In pairs discuss reflections.
- Clarity-seeking questions from the floor.

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle (½ hour)

Form of Activity: Presentation and discussion

Resources: PowerPoint Presentation, SS, SAGs, LPGs

Content: (Refer to LPG pp. 5-7, 28-29)

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to Grade 11 Work Schedule (1 hour)

Form of Activity: Presentation and discussion

Resources: SS, LPG, OHP, PowerPoint Presentation

Content:

- In groups of four (4) the following are unpacked
- Elements of a WS
- Process of the design of a WS (Refer to LPG pp. 5-7, 28-29)

ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)

Form of Activity: Interactive, report back and discussion

Resources: SS, LPG, SAGs, OHP, PowerPoint Presentation

Instructions:

- Participants study the example of the Grade 11 Work Schedule **Worksheet 7: Appendix 3: Session 3.** (Refer to LPGs, pp. 28-29 & hand out)
- Critique it asking the following questions:
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

Report back: (1 hour)

In groups, presenter/s allow(s) critique presentations of Grade 11 Work Schedule

ACTIVITY 4: Development of the first Lesson Plan for Grade 11 (1 hour)

Form of Activity: Presentation, interactive, report back and discussion

Resources: SS, LPGs, SAGs, OHP, Power Point Presentation,

Content:

- Grade 11 Lesson Plan (Elements and Process of design). Refer to LPG pp. 5-7, 29-30.

Instructions:

- Review the overview of elements and the design process of a Lesson Plan
- Discuss Lesson plan, Elements and Process of its design, Teaching method, Assessment strategy, and expanded opportunities.
- Scrutinize the hand out of optional lesson template and example of a completed lesson plan.
- Use the empty template provided on **Worksheet 8: Appendix 3: Session 3** and develop a Lesson Plan that will be presented for the first 10 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3.3
- The facilitator will allocate weeks to different groups.
- Allow one group to present and then discuss their presentation.
- All groups must enter the plans digitally on the computers provided. Collate all lesson plans to form a whole term's outline of learning, teaching and assessment plans. Make available to participants to copy from computer.

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (¼ hour)

Form of Activity: Presentation and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment; SAGs; LPG

Instructions:

Each group will receive a different question and after discussions, record their response on flipchart paper. One reporter from each group will provide feedback and groups are allowed additions where applicable.

Group 1 - What is the approach to assessment in the NCS?

Group 2 - How to record the process and product to arrive at a final mark for Dramatic Arts?

Group 3 - What is the national code and level descriptors for the NCS?

Group 4 - What evidence is needed for recording purposes?

Consolidation of information on Assessment by viewing slide-show.

ACTIVITY 2: Programme of Assessment for Grades 10 and 11

Form of Activity: Presentation and discussion

Resources: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

Content:

- How many tasks for assessment are there in Dramatic Arts? (*Section 2 of the SAGs*)
- What is the nature of these tasks and which are suitable tools? (*Section 3 of the SAGs*)
- Practical Assessment Task (PAT) – refer to **Worksheet 9 of Appendix 4: Session 4 on the PAT for DRAMATIC ARTS**
- What is the weighting and mark allocation formal Programme of Assessment for DRAMATIC ARTS? *Refer to p 13 of SAGs*

ACTIVITY 3: Development of a Grade 11 annual assessment plan

Form of Activity: Presentation, interactive and discussion

Resources: Subject Assessment Guidelines

Content:

Programme of Assessment for Grade 11: Tasks, topics, tools and dates

Instructions:

- Engage participants in the compilation of a Grade 11 Annual Assessment Plan for DRAMATIC ARTS in which they indicate:
 - Seven tasks: 2 Tests, 2 Examinations and 3 Other tasks: (PAT)
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task
- Revisit the Grade 11 Work Schedule (Session 3: Activity 3) and align the Annual Assessment Plan for Grade 11 with the assessment tasks listed in the Work Schedule

Appendix 1

Worksheet 1: Session 1

Make use of your knowledge of the NCS and related documents to answer the following questions presented on the screen.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Worksheet 2 Session 1

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

Appendix 2
Worksheet 3 + 4: Session 2

Worksheet 3: SESSION 2

LEARNING OUTCOME:	
Assessment Standard:	
NEW CONTENT	GAPS IN SUGGESTED CONTENT

Worksheet 4: SESSION 2

LO:		
GRADE 10	GRADE 11	GRADE 12

Appendix 2
Worksheet 5: SESSION 2

Is there a link between the content indicated for each AS? (WITHIN A LO)

GRADE 11				
LEARNING OUTCOME:.....				
<u>AS:</u>	<u>AS:</u>	<u>AS:</u>	<u>AS:</u>	<u>AS:</u>
<u>Content</u>	<u>Content</u>	<u>Content</u>	<u>Content</u>	<u>Content</u>

Appendix 2
Worksheet 6: Session 2

Learning Outcome :

<u>LO:</u> <u>AS:</u>	<u>Skills</u> <u>Knowledge</u> <u>Values</u>	<u>Approach to</u> <u>Teaching</u> <u>and Learning</u>	<u>LTSM</u>	<u>Suggested</u> <u>Assessment</u>

Appendix 3
Worksheet 7: Session 3

Critique the Work Schedule in LPG:

1. Does the Work Schedule cover all the Assessment Standards (i.e. content)?

2. Integration: Are the Assessment Standards appropriately linked?

3. Are the Assessment Standards covered in sufficient detail and depth?

4. Pacing: Is the time allocation across the 40 weeks appropriate?

5. Sequencing: Is the content presented in the correct order?

6. Are relevant LTSM listed? If not, list the LTSM required.

7. How can the Work Schedule be improved?

Appendix 3
WORKSHEET 8: SESSION 3 – FIRST GRADE 11 LESSON PLAN

<u>SUBJECT:</u> DRAMATIC ARTS		<u>GRADE:</u> 11		
<u>LESSON PLAN:</u>		<u>NO. OF ACTIVITIES:</u>		
<u>DURATION:</u>		<u>WEEK / DATE:</u> Weeks 1-6		
<u>CONTEXT:</u>				
<u>LINK WITH PREVIOUS LESSON:</u>		<u>LINK WITH NEXT LESSON:</u>		
<u>CORE CONTENT (KSVs):</u>				
	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	Etc.
LOs & ASs:				
CORE CONTENT:				
DETAIL OF ACTIVITY:				
TEACHING METHOD:				
ASSESSMENT STRATEGY:				
EXPANDED OPPORTUNITIES:				
RESOURCES:				
TEACHER REFLECTION:				

