



CREATIVE ARTS LESSON PLAN

School Name: _____

Name of Educator: _____

ARTFORM: Drama

GRADE: 7

TERM: 3

DATE:		WEEK: 4 -6	DURATION: 3 HOURS
TOPIC 2: Drama elements in playmaking			
- Teacher to Focus on drama elements in cultural and social events, compared to their use in theatre, and create a drama using a cultural or social event as stimulus: - Teacher must focus on building up elements of drama such as actors, audience, space, time, costume, props, special effects, music, movement as contributing factors to enhance the creation and performance of the			
LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.) • Explanation of concepts • Importance of warm up • Definitions of key concepts:	KEY WORDS: Social & Cultural Events Improvisation	INCLUSIVITY (Simplified activities to address learning barriers) • Provide more guidance to learners with barriers of learning, adhering to the SIAS Policy	
TEACHER`S ACTIVITIES		LEARNERS` ACTIVITIES	

Practical

The teacher will devise a warm routine focusing on body and vocal development. The teacher must ensure that the lesson is conducted in an open space and spacious classroom/hall where learners can be able to swing hands without hurting one another.

Warm Routine: [Warm Up Routines.docx](#)

physical and Vocal Warms examples (The teacher can select a few warm-ups based on school context)

[Energisers and games.docx](#)

Energiser and games can form part of the warm up routine as it is ideal for big groups – energisers warm the body and voice simultaneously.

Breakdown of the weeks

Week one: Teacher must introduce cultural songs from various cultures as part of the build activities to topic 2 . Note: Music is one of the elements of drama playmaking.

Week Two : Teacher must bring the learners attention to social events such as festivals, white parties, Durban July etc. Teacher can give a mini-research on a social event – distinct nature, period of the event, target audience and analyse the social/cultural experience the event offers through food, performance, mood etc.

Week Three : Teacher will give learners an opportunity to perfect their event and share the event spectacle with the class mates, learners can bring props, costumes anything to enrich the performance into an electric atmosphere.

Learners need to a comfortable gear (ideally black ties & t-shirts) that will enable them to move.

Learners need to be stand in neutral position and ensure that their shoulders are not lifted up.

Learners need to be supported of each other during energisers and games. Ensure everyone safety and confidence are not compromised.

Learner need to share their cultural songs, even indigenous songs that with their class mates and

Learner must explore the practically the social event & learners must display various roles amongst themselves such as musicians, comedians, actors, jugglers, mime artists etc.

Perform the social event to its fullest, in the process write a reflection of the process.

ASSESSMENT: Strategies (tick v)									
Formal task/activity				Informal task/activity				X	
Form of assessment					Assessment tool				
Project		Demonstration	X	Dance		Memorandum		PURPOSE	
Simulation		Interview		Drama	X	Checklist	X	Baseline	X
Presentation	X	Questionnaire		Drawing		Grid		Diagnostic	X
Test/Exam		Poster /Design		Music/song		Rubric		Formative	
Case study		Poetry/rhyme		Oral question	X	Oral Answer		Summative	
Survey		Assignment		Observation	X	Observation sheet		METHOD	
Role-play		Research	x	Construction		Answer sheet		Self- assessment	X
Investigation		Performance	X	Exhibition		Score card		Peer –assessment	
Written work	X	Structured questions		Discussion				Group-assessment	
Worksheets		Model making		Listening				Teacher- assessment	X
Resource/ Media (Please specify name & page)									
Textbook		Artworks		Musical instruments		Other:			
Brochure/ pamphlet		Booklet		Drum					
Encyclopaedia		TV/Video &Radio	x	Flute/whistle/pipes/recorder					
Worksheet		Equipment		Guitar					
Transparency		Story book(s)/scripts		Keyboard/piano/organ					
Pencils		DVD player & DVDs		Marimba					
Crayons/oil pastels/water crayons/colour pencils		Internet		Shakers/scrapers)					
Paints & Brushes		Projector		Sheet music/ledger paper/staff paper/manuscript paper					
Canvas/white sheets/charts		Magazines/ newspapers		Music CDs					

TEACHER REFLECTION

(General successes/challenges and Intervention)

HOD’s comments

(Input / Monitoring / Support)

HOD`s signature: _____