

# **Dramatic Arts**

## **Grade 11**

### **Learning Outcome 1:**

**Demonstrate technical proficiency, expressiveness and creativity through the application of internal and external personal resources within a variety of dramatic practices, processes and products.**

#### **AS11.1.3**

Describe and explain essential features of voice production, physical expression and creative interpretation.

#### **AS11.1.4**

Identify and demonstrate awareness of how vocal and physical expression and audience reception is influenced by:

- the dramatic form selected;
- culture and class;
- regional dialects and accents;
- peer speech and style.

#### **AS11.1.5**

Evaluate and record personal development in the use of voice by implementing a systematic programme for maintenance and improvement.

#### **AS11.1.6**

Evaluate and record personal development in the use of body by implementing a systematic programme for maintenance and improvement.

# **Dramatic Arts**

## **Grade 11**

### **Learning Outcome 2:**

**Create, make and present dramatic products through experimenting with and shaping dramatic elements in a process of artistic exploration and collaboration.**

#### **AS11.2.1**

Select and use diverse dramatic elements, techniques, conventions and technologies in a range of dramatic and cultural forms and styles in order to effectively engage a target audience.

#### **AS11.2.3**

Experiment with improvised and available technical elements for dramatic presentation, including:

- scenery;
- properties;
- lighting;
- sound;
- costume;
- make-up;
- special effects.

#### **AS11.2.4**

Create an original performance which deals with local issues and draws on diverse Southern African cultural influences, conventions, techniques and styles.

#### **AS11.2.5**

Plan, organise and reliably implement at least two of the following aspects:

- production schedules;
- rehearsals;
- stage management plans;
- marketing plans;
- front of house procedures.

#### **AS11.2.6**

Comprehend and respond to the directing process, which includes interpersonal, artistic and organisational expertise in creating a seamless theatrical whole.

# **Dramatic Arts**

## **Grade 11**

### **Learning Outcome 3:**

**Identify, understand and analyse the content, form and context of dramatic processes, practices and products across a range of periods, cultures and styles.**

#### **AS11.3.1**

Identify the dramatic and theatrical skills that have been used in at least three texts and performances, as well as where, how and why they have been used.

#### **AS11.3.2**

Analyse the relationships between texts, their performances, and their historical, social, political, cultural, theatrical and economic contexts and purposes.

#### **AS11.3.3**

Analyse South African dramatic practices, processes and products in terms of their past and present contexts, diverse traditions and heritages.



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

# **Dramatic Arts**

## **Grade 11**

### **Learning Outcome 4:**

**Reflect on and evaluate own and others' dramatic processes, practices and products.**

#### **AS11.4.1**

Evaluate the forms, styles, conventions and processes used in own and others' dramatic action and performance, which may include:

- live performance;
- television;
- video;
- film;
- radio;
- new media;
- cultural performance and ritual.

#### **AS11.4.2**

Explain and justify choices in own work and that of others using specialised vocabulary and culture-fair aesthetic values focusing on:

- language use;
- performers, participants and audience;
- genre;
- worldview;
- presentation;
- representation of 'race', class, gender and culture.

#### **AS11.4.3**

Analyse how a drama relates to:

- own personal experiences;
- human commonality and diversity;
- specific aspects of human experience, ranging from issues of community interest to those of historical significance.

#### **AS11.4.5**

Evaluate own personal interests, skills and strengths in order to investigate suitable education and career opportunities in Dramatic Arts, media, advertising, marketing, and related arts fields.