

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
REVISED CAPS CHAPTER 4 ● CONTENT ● CONCEPTS ● SKILLS & COMPETENCIES ● VALUES & ATTITUDES	Orientation <ul style="list-style-type: none"> Assessment of pre-knowledge in GET (Creative Arts) Orientation into the FET subject & requirements for term 1 Introduction to each of the topics Code of conduct required in grade 10 to be developed with learners <ul style="list-style-type: none"> Attitudes/values Dance conventions Grooming Attendance during & additional lessons after school Own practice and self-development Providing textbooks, task books, additional notes & resources, etc. OTHER AREAS TO INCLUDE: <ul style="list-style-type: none"> Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them One task book per learner thick enough to use from grade 10–12 Class registers to monitor attendance and progress 		Seven weeks of teaching and learning NOTE: Teachers are required to create a detailed weekly planner suitable for their school context						Two weeks for assessment		
			TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY <ul style="list-style-type: none"> Warm-up routine Developing components of fitness: Preparing the body for technical exercises Understanding of good posture, stance, alignment: Exercises to develop balance & control Strength building exercises for arms, torso, legs, and feet etc. Locomotor travelling exercises Cool down and stretching exercises: Safe stretching 	THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> Code of conduct: Attitudes, values, dance conventions, grooming, attendance Purpose of a warm-up What is posture, stance & alignment? Purpose of a cool down What is safe stretching 				SBA – TASK 1: WRITTEN TEST = 50 MARKS (minimum requirement) Set a test paper & marking guideline on content covered in term 1. The test should include 2 sections The marking guideline must show the breakdown of cognitive levels required in CAPS revised chapter 4 namely: Low marks = 30% - recall of content Medium marks = 40% - explaining/describing content High marks = 30% - applying to real life scenarios/situations, etc. The marking guideline must reflect the expected answers, as well as allow for learners' own interpretation/alternative answers AREAS THAT COULD BE INCLUDED IN THE TERM 1 TEST: SECTION A: <ul style="list-style-type: none"> What is a warm-up/cool down? Explaining posture, stance & alignment SECTION B: <ul style="list-style-type: none"> Reflection on improvisation activities Why do people dance? What has been learnt about other skills that are included in dance – values, attitudes, etc. EVALUATION TASK = 50 MARKS (minimum requirement) This is not a practical test, but a teacher evaluation of each learner's attitude, values & skills learnt in term 1. Refer to the CAPS revised chapter 4 for guidance on what is to be assessed & how marks will be awarded. Create a marking rubric at the start of term. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC: <ul style="list-style-type: none"> Application of the code of conduct: <ul style="list-style-type: none"> Greeting of teacher, peers Appreciation Grooming Development & improvement during the term Interest in the subject (commitment & focus) Any other areas you wish to evaluate that are 			
			TOPIC 2: IMPROVISATION <ul style="list-style-type: none"> Introduce learners to the purpose and function of improvisation Improvisation activities to include: <ul style="list-style-type: none"> Trust building to develop self-confidence & trust in peers Exploring a wide range of music/genres/accompaniment Explore the use of props etc. using dance elements 	THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> Learners' understanding of improvisation, i.e., what it is and what it is about Reflection on how improvisation activities felt – what learners enjoyed vs what were they fearful about & why 							
		TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none"> What is dance? Learners' own interpretation of what they think dance is/prior knowledge, experience of dance Why people dance (basic functions, e.g., social, career, entertainment, etc.) Start a glossary of specific dance terminology based on topics 1-3 learnt in term 1: E.g., posture, principles, values, genre, core etc. to aid reading for understanding 									
REQUISITE PRE-KNOWLEDGE	NOTE: Grade 10 learners may not have experienced dance in the GET phase and might come with no prior knowledge of the subject. These learners may not be excluded from taking the subject if they have a keen interest in dance <ul style="list-style-type: none"> Basic/No practical dance experience and knowledge Basic/No improvisation experience Basic/No level of dance literacy 			COMPETENCY FRAMEWORK: At this level, learners should be introduced to the content knowledge they need to acquire in the FET period to apply in real life contexts. Teachers should adapt to real life scenarios/situations for relevancy: <ul style="list-style-type: none"> Values: A responsibility towards the subject to create a self-learning environment Skills: Learn to manage time effectively Characteristics and attitudes: To be focused and punctual Regular reflection on own development 							
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook: Search index page for content needed for term 1 as this has been altered in places in the CAPS revised chapter 4 Teacher's guide CAPS revised chapter 4 Learner notes and worksheets Task books (for learners) Music selection for classwork and improvisation 										

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
INFORMAL ASSESSMENT, REMEDIATION	<p>ASSESSMENT FOR LEARNING</p> <ul style="list-style-type: none"> • Instructions/Corrections provided during practical & improvisation classes to deepen learning, understanding, and guide improvement • Focus on targeted learning – where are the learners now – where do you need to get them • Can learners link areas across content and topics – high learning skills incorporated into teaching and learning • Marking written work regularly in learner task books to assess what has been understood vs what needs re-teaching/remediation • Identifying learners with learning barriers & addressing this with the school for remediation • Additional classes after school to provide time for the topics as needed • Creating a WhatsApp group to send important messages, homework, reminders, lessons & encouragement to learners 									<p>important to your school context</p>	
SBA FORMAL ASSESSMENT	<p>TASK 1: Written test = 50 marks (minimum requirement) Evaluation task on each learner = 50 marks (minimum requirement)</p>										

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
REVISED CAPS CHAPTER 4 <ul style="list-style-type: none"> • CONTENT • CONCEPTS • SKILLS & COMPETENCIES • VALUES & ATTITUDES 	Orientation <ul style="list-style-type: none"> • Feedback on the evaluation task and term 1 written test • Action plan developed for gaps in content coverage and work not completed by learners • Providing learners with the PAT brief/and marking guideline. Explanation of PAT choreography to be done over 2 terms: • Process in term 2 • Product in term 3 OTHER AREAS TO INCLUDE: <ul style="list-style-type: none"> • Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them • One journal for the PAT written section. This could be used over the 3-year FET period 	Eight weeks of teaching and learning NOTE: Teachers are required to create a detailed weekly planner for their school context TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of term 1 class work and an increased focus on the following: <ul style="list-style-type: none"> • Warm-up: Further development with increased focus on breathing, spine, muscles & joints, correct posture, stance, and alignment • Develop components of fitness: Core stability, strength, endurance, and flexibility • Introduction to principles/characteristics/style of the dance major • Technical exercises in the dance major: Correct use of head, arms, legs and feet, safe landings, spotting in turns • Steps & combinations across space to develop neuromuscular skills • Cool down and stretching for increased flexibility with breathing and relaxation techniques 								THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> • Appropriate dance environment: Correct floor, temperature, ventilation, space, teaching & learning, etc. • Defining components of fitness: Core stability, strength, endurance and flexibility to show understanding of their role in the dance class • Technique: Defining safe dance practices: Posture, stance, alignment, correct use of feet, safe landing and spotting • Reflection on what has been learnt in technical class – own development • Dance terminology – names of steps/principles used in classwork 	Two weeks for assessments SBA – TASK 2: WRITTEN TEST = 80 MARKS (minimum requirement) Set a test paper & marking guideline on content covered in term 2 The test should include 2 sections The marking guideline must show the breakdown of cognitive levels required in CAPS revised chapter 4 namely: Low marks = 30% - recall of content Medium marks = 40% - explaining/describing content High marks = 30% - applying to real-life scenarios/situations, own opinions, etc. The marking guideline must reflect the expected answers as well as allow for learners' own interpretation/alternative answers AREAS THAT COULD BE INCLUDED IN THE TERM 2 WRITTEN TEST: SECTION A: <ul style="list-style-type: none"> • What is an appropriate dance environment • Defining components of fitness (core stability, strength, flexibility, endurance) • Explaining safe dance practices • Describing safe stretching & relaxation techniques SECTION B: <ul style="list-style-type: none"> • Defining dance elements (space, time, force) • Improvisation and reflection on PAT process or visual literacy – identifying dance elements • Describing different dance forms • Opinion on dance work viewed and analysed PRACTICAL TEST = 80 MARKS (minimum requirement) Develop a marking rubric outlining content, concepts, skills & competencies to be assessed & how marks will be awarded. Refer to CAPS revised chapter 4 The focus should be providing feedback to learners for improvement The test could consist of: TECHNICAL CLASSWORK: <ul style="list-style-type: none"> • Recall of technical set class
	TOPIC 2: IMPROVISATION PAT TASK 4: PROCESS Guided improvisation activities according to BRIEF in preparation for choreography in term 3 PRACTICAL COMPONENT = 25 marks Experimenting with dance elements (space/time/force) Exploring motifs & gestures/everyday movements to create messages/meaning through movement <ul style="list-style-type: none"> • Develop critical thinking & problem solving – exploring/experimenting different ways in which to INTERPRET THE BRIEF • Experiment with different music/accompaniment for final selection in term 3 • Developing decision-making skills: Selecting appropriate ideas/movements for use in term 3 product • Working with others/self-management/accountability 	WRITTEN COMPONENT = 25 marks Learners to write about each area only after experiencing/discussion in the practical class in relation to the BRIEF <ul style="list-style-type: none"> • What are the dance elements and how can they be used Reflection on the following: <ul style="list-style-type: none"> • How ideas were developed through improvisation activities • Successes and weaknesses • Preparedness for creating a dance work in term 3 – what still needs to be done • Selection of music/accompaniment • Working with others/self-management/preparedness 									
	TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none"> • Different types of dance: Cultural dance and theatrical dance • Developing visual literacy and critical thinking when viewing dance works/images/posters, movement, etc. • Viewing a professional dance work – this does not have to be from the prescribed list and should be in the dance major taught and suitable for grade 10 learners. Simple analysis of the work & music/accompaniment and movements/principles, style used in the work, use of dance elements – learners should be able to relate own dance classes to this dance work • Continue developing the glossary of specific dance terminology based on topics 1-3 in term 2 	COMPETENCY FRAMEWORK: At this level, learners should be introduced to the content knowledge they need to acquire in the FET period to apply in real-life contexts. Teachers should adapt this to real-life scenarios/situations. This should show development from term 1, plus address the following areas: <ul style="list-style-type: none"> • Values: Appreciation and application of code of conduct and self-development • Skills: Use of technology and creativity • Characteristics and attitudes: Team player and preparedness • Allow learners a choice of how to develop their PAT journals, e.g., online journal, online docufilm, video diary, written, PowerPoint, etc. • Integration with other subjects for the PAT, e.g., Languages, Mathematics, Science, Drama, Music etc. 									
REQUISITE PRE-KNOWLEDGE <ul style="list-style-type: none"> • As in term 1 plus: • Basic awareness of dance conventions, code of conduct and class etiquette • Basic awareness of spacial awareness of the body in relation to others • Recall of classwork done in term 1 • Knowledge of improvisation • Understanding of topic 3 requirements 	<ul style="list-style-type: none"> • Videos for developing visual literacy and to provide inspiration for the PAT • Cell phones and access to school internet – for researching PAT ideas during class hours • Refer to DBE PAT assessment task documents (past and present) for ideas/guidance on how to structure the grade 10 PAT BRIEF 										
RESOURCES TO ENHANCE LEARNING	As in for term 1, plus: <ul style="list-style-type: none"> • Music selection for classwork and to assist with the improvisation and PAT BRIEF • Video for analysis of a professional dance work appropriate to dance major • Stimuli to inspire ideas for PAT BRIEF (props, poems, books, pictures, videos) 										

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
INFORMAL ASSESSMENT, REMEDIATION	ASSESSMENT FOR LEARNING				<ul style="list-style-type: none"> Marking written work regularly in learner task books to assess what has been understood vs what needs re-teaching/ remediation Identifying learners with learning barriers & addressing this with the school for remediation Additional classes after school to provide time for the topics as needed and further PAT preparations Creating a WhatsApp group to send important messages, homework, reminders, lessons & encouragement to learners 			<ul style="list-style-type: none"> Technique: Application of safe dance practices – posture, stance and alignment, spotting, safe landing etc. Levels of fitness components developed Musical awareness Focus and determination and improvement from term 1 			
	<ul style="list-style-type: none"> Instructions/Corrections provided during practical & improvisation classes to deepen learning, understanding, and guide improvement Focus on targeted learning – where are your learners now – where do you need to get them Can learners link areas across content and topics – apply knowledge to real-life scenarios/situations high learning skills incorporated into teaching and learning 										
SBA FORMAL ASSESSMENT	TASK 2: Written test = 80 marks (minimum requirements) Practical test = 80 marks (minimum requirements)		TASK 4: PAT Choreography & Improvisation PROCESS = 50 MARKS Refer to CAPS revised chapter 4			WRITTEN PROCESS COULD INCLUDE: 25 marks <ul style="list-style-type: none"> Investigation and research into BRIEF Experimenting with dance elements Reflection on improvisation and movement vocabulary (group & self) Language & communication skills/digital literacy 			UNSEEN IMPROVISATION: Learners can perform alone or in groups: <ul style="list-style-type: none"> Ability to interpret a stimulus Responds to unseen music/accompaniment Ability to match movements to music/accompaniment Shows some awareness of dance elements Level of enjoyment, which brings out confidence 		
			PRACTICAL PROCESS COULD INCLUDE: 25 marks <ul style="list-style-type: none"> Improvisation & experimentation with the learner BRIEF Collaboration & communication in class - peers Critical thinking & problem solving – selecting ideas for product in term 3 Developing appropriate movement vocabulary through experimentation 								

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
REVISED CAPS CHAPTER 4 <ul style="list-style-type: none"> • CONTENT • CONCEPTS • SKILLS & COMPETENCIES • VALUES & ATTITUDES 	Orientation <ul style="list-style-type: none"> • Feedback on term 2 tests • Action plan developed for gaps in content coverage and work not completed by learners • Recap of the PAT BRIEF and marking guideline • Process in term 2 • Product in term 3 OTHER AREAS TO INCLUDE: <ul style="list-style-type: none"> • Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them 	Eight weeks of teaching and learning NOTE: Teachers are required to create a detailed weekly planner suitable for their school TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of term 1 & 2 classwork, plus increased focus on the following: <ul style="list-style-type: none"> • Exercises/Floor work to further develop components of fitness • Technique and safe dance practice applied in all areas at a Grade 10 level of complexity • Principles of dance major further developed to show application in all areas of the class • Performance skills developed to include: Musicality, projection, attention to detail • Start teaching the South African popular indigenous group dance for inclusion in term 4 final paper 2 examination, e.g., Pantsula, Amapiano, Namastep, Volkspele, Gumboot, etc. 							THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> • Defining principles of dance major learnt in class • Reflection on own development and progress • Opinion on what performance skills/quality is • Reflection on South African indigenous dance learnt 		Two weeks for assessment SBA – TASK 3: RESEARCH TASK = 50 MARKS (minimum requirement) CURRENT SOUTH AFRICAN DANCE COMPANIES AND/OR ARTISTS (not from the prescribed list) The research task MUST be taught and guided during school hours. It may NOT be given to learners to complete as a homework project The purpose of this task is to: <ul style="list-style-type: none"> • Develop investigative skills and critical analysis • Selection of information from a variety of reliable sources • Language and presentation skills • Referencing ability DEVELOP A LEARNER BRIEF, outlining the process & final product for the research task to include: <ul style="list-style-type: none"> • What research is and how to start a research project • Inspiration and motivation to learn about different role models, and how choreographers themselves do research before choreography commences - the choreographic process • Producing a completed research task with referencing/no plagiarism It is recommended that suitable choices for current South African dance companies and/or artists are provided for learners to choose from that are: <ul style="list-style-type: none"> • Relevant to provincial/cultural/dance major requirements with • Reliable internet sites to assist learners in getting started Create a marking rubric outlining what is to be expected for low/medium/high presentations. Learners should receive the marking rubric at the start of the research task. Refer to <i>CAPS revised chapter 4</i> ASSESSMENT CRITERIA THAT COULD BE INCLUDED IN THE RESEARCH TASK: Pre-planning/research = 10 or 15 marks (minimum) <ul style="list-style-type: none"> • Selection of a suitable artist/company (not from prescribed list) • Using multiple sources from a variety of sites, books, etc. • Extracting relevant information (editing/mind mapping, etc.) • Interpret information in own words for presentation • Correct referencing information Final research presentation = 10 or 15 marks (minimum) <ul style="list-style-type: none"> • Oral/video/PowerPoint/written, story book/poster, etc. • Use of language, writing/oral/design skills • Logical flow of information 		
			TOPIC 2: CHOREOGRAPHY PAT TASK 4: PRODUCT <u>Guided activities according to BRIEF for choreography in term 3</u> PRACTICAL COMPONENT = 25 marks <ul style="list-style-type: none"> • Interpretation/conceptualisation of theme/intent/idea provided in the BRIEF • Dance elements and choreographic structures to include beginning & ending • Creativity in the development of movement vocabulary to interpret the BRIEF • Selection of music/accompaniment and interpretation • Presentation of the final dance work: Exploration of technology, video presentations, use of conventional/non-conventional spaces, etc. 				WRITTEN COMPONENT = 25 marks Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> • Designing a poster/flyer for a dance production related to own choreography or grade performance: This could be presented in hard copy or online using technology available • Final presentation on the process and product: This could be presented in the journal or an online journal, online docufilm, video diary, PowerPoint, etc. 						
			TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none"> • Brief history of dance major • Analysis of the choreographer/artist/company (of the dance work studied in term 2) & their contribution to dance – functions of dance • Continue developing the glossary of specific dance terminology based on topics 1-3 in term 3 										
REQUISITE PRE-KNOWLEDGE <ul style="list-style-type: none"> • Application of code of conduct • Demonstrating technical class requirements • Understanding of improvisation requirements • PAT process requirements completed = 60 marks (term 2) • Understanding of topic 3 content requirements 		COMPETENCY FRAMEWORK: At this level, learners should be introduced to the content knowledge they need to acquire in the FET period to apply in real life contexts. Teachers should adapt content to real-life scenarios/situations for relevancy: This should show development from term 2, plus address the following areas: <ul style="list-style-type: none"> • Values: Trust, commitment, and respect • Skills: Problem solving, critical thinking, ability to experiment with technology • Characteristics and attitudes: Working positively, reliability • Allow learners a choice in developing their PAT-journals and research, e.g., an online journal, online docufilm, video diary, written/typed, etc. • Integration with other subjects, e.g., Languages, Mathematics, Science, Dramatic Arts, Music, etc. 											
RESOURCES TO ENHANCE LEARNING <ul style="list-style-type: none"> • As in for term 1 and 2, plus: • Selection of music to assist learners in their PAT choreography • Venue for PAT performances – conventional/non-conventional spaces/filming, etc. • Computers/cell phones/school internet access 											<ul style="list-style-type: none"> • YouTube to assist with developing research • Books, programmes, articles on the chosen topic/theme • Refer to the DBE PAT documents (past and present) for ideas/guidance on how to structure the Grade 10 PAT 	EVALUATION TASK = 50 MARKS This is not a practical test, but a teacher evaluation of each learner's attitude, values & skills learnt in term 1, 2 and 3. Refer to the CAPS revised chapter 4 for guidance on what is to be assessed & how marks will be awarded. Create a marking rubric at the start of term. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development	

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
INFORMAL ASSESSMENT, REMEDIATION	ASSESSMENT FOR LEARNING <ul style="list-style-type: none"> • Instructions/corrections provided during practical & improvisation classes to guide improvement • Focus on targeted learning – where are your learners now – where do you need to get them to • Can learners link areas across content and topics – apply knowledge to real-life scenarios/situations high learning skills incorporated into teaching and learning • Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation • Identifying learners with learning barriers & addressing this with the school for remediation • Additional classes after school to provide additional time for the topics as needed and further PAT preparations for final presentation 									AREAS THAT COULD BE INCLUDED IN THE TERM 3 EVALUATION TASK RUBRIC: <ul style="list-style-type: none"> • Respecting others and the dance space • Working effectively as an individual & with others as members of a team • Identifying & solving problems: PAT and research • Making decisions using critical & creative thinking • Development & improvement during the term • Commitment: Attendance during school & after school/additional lessons 	
SBA FORMAL ASSESSMENT & PAT	TASK 3: Research task = 50 marks (minimum requirement) Evaluation task on each learner = 50 marks (minimum requirement)		TASK 4: PAT Choreography PRODUCT = 50 MARKS Refer to <i>CAPS Revised Chapter 4</i>				PRACTICAL PRODUCT TO INCLUDE: 25 marks <ul style="list-style-type: none"> • Completed dance composition • Creative interpretation of learner brief • Use of dance elements • Use/choice of music/accompaniment • Use of production elements/video/film 		WRITTEN PRODUCT COULD INCLUDE: 25 marks <ul style="list-style-type: none"> • Production planning - poster/flyer to include design elements • Reflection on final product: Written or oral, which could include: Success, weakness, improvisation, music/accompaniment, etc. • Final presentation on the process and product: This could be presented in the journal or an online journal, online docufilm, video diary, power point, etc. 		

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
REVISED CAPS CHAPTER 4 <ul style="list-style-type: none"> • CONTENT • CONCEPTS • SKILLS & COMPETENCIES • VALUES & ATTITUDES 	Orientation <ul style="list-style-type: none"> • Feedback on term 3 research & evaluation tasks <p>Strategies for written exam readiness could include:</p> <ul style="list-style-type: none"> • Explaining cognitive levels • How to interpret questions/how much to write • Identifying action verbs • Consolidation & action plan developed for gaps in content coverage and work not completed by learners in terms 1-3 <p>OTHER AREAS TO INCLUDE:</p> <ul style="list-style-type: none"> • Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them 	Five weeks of teaching and learning NOTE: teachers are required to create a detailed weekly planner suitable for their school				Four weeks for assessment		<p>FINAL EXAMINATIONS – TASK 5: WRITTEN EXAMINATION = 100 MARKS Set an examination paper & marking guideline on CORE content FROM TERMS 1-4, skills, competencies, attitudes & values taught in terms 1–4 The exam should include 2 sections The marking guideline must show the breakdown of cognitive levels required in CAPS revised chapter 4 namely: Low marks = 30% - recall of content Medium marks = 40% - explaining/describing content High marks = 30% - applying to real-life scenarios/situations, own opinions, etc. The marking guideline must reflect the expected answers as well as allow for learners' own interpretation/alternative answers. SECTION A = 40 MARKS – could include:</p> <ul style="list-style-type: none"> • Safe dance practices e.g., warming up/cooling down/posture, stance & alignment/spotting/ turn out/safe landings, etc. • Components of fitness • Principles, characteristics/styles of dance major • Performance skills/musicality – reflection on what has been learnt in the practical class <p>SECTION B = 60 MARKS – could include:</p> <ul style="list-style-type: none"> • Improvisation: Dance elements, creativity, working with others, own reflection, etc. • Reflection of PAT process & final product • History of South African indigenous dance learnt • Simple analysis of dance work, music, choreographer/artist/company learnt <p>PRACTICAL EXAMINATION = 100 MARKS Learners to be examined in groups of no more than 6 learners at a time. Develop a marking rubric outlining which <i>content, skills, competencies, attitudes & values</i> to be assessed & how marks will be awarded. Refer to CAPS revised chapter 4 The examination should consist of the following areas in each section: TECHNICAL CLASSWORK = 50 marks</p> <ul style="list-style-type: none"> • Full technical class in the dance major showing: <ul style="list-style-type: none"> • Components of fitness • Technique: Safe dance practice • Performance skills <p>SOUTH AFRICAN POPULAR INDIGENOUS GROUP DANCE = 30 marks</p> <ul style="list-style-type: none"> • Completed 1-2-minute group dance showing: <ul style="list-style-type: none"> • Beginning & ending • Use of dance elements • Basic understanding of the movement style • Performance quality: Enjoyment, working as a group, commitment <p>UNSEEN IMPROVISATION = 20 marks (learners can perform alone or in groups)</p> <ul style="list-style-type: none"> • Teachers to provide an unseen stimulus and music/accompaniment for learners to: <ul style="list-style-type: none"> • Interpret and respond in movement • Interpret music/accompaniment with sensitivity • Use own movements and imagination with creativity & confidence 			
	<p>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of term 1-3 class work, plus:</p> <ul style="list-style-type: none"> • Recall of full technical class for final paper 2, examination to include combinations of steps with variations in direction and speed • Components of fitness developed in all areas • Demonstration of principles, characteristics, style of the dance major • Technique: Safe dance practice (correct posture, stance and alignment, spotting, safe landings, correct use of turn out, etc.) • Performance skills/quality: Musical awareness, focus, confidence, commitment • Cool down: Safe stretching techniques • Completion of South African indigenous group dance (1 to 2 minutes) for presentation in the paper 2 practical examination with focus on beginning, ending, timing & spatial awareness between dancers, patterning, musical awareness 	<p>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</p> <ul style="list-style-type: none"> • Principles of dance major used in the dance class • Reflection on South African indigenous dance learnt • Revision of all written content terms 1-3 	<p>TOPIC 2: IMPROVISATION Improvisation activities to include:</p> <ul style="list-style-type: none"> • Building eye contact, spatial awareness, exploration of relationships • Combining dance elements: e.g., varying tempos, directions, dynamics, etc. • Exploration of contrasting movements: e.g., strong/weak, open/close, etc. • Exploration of natural gestures/stylised movement <p>In preparation for final practical examination, include the following:</p> <ul style="list-style-type: none"> • Improvising to a wide range of music/genres/accompaniment • Developing decision-making skills: e.g., how to interpret a stimulus • Developing confidence to be creative/use own movement vocabulary 	<p>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</p> <ul style="list-style-type: none"> • Working with others • Combining dance elements • Describing natural gestures/stylised movement • Self-reflection on the purpose/value of improvisation, what has been learnt, PAT process and product • Revision of all written content terms 1-3 							
	<p>TOPIC 3: DANCE HISTORY AND LITERACY</p> <ul style="list-style-type: none"> • History of the South African indigenous dance taught to include: <ul style="list-style-type: none"> • Origin/s/background history • Area/place it is found • Participants/performers • Outfits/costumes • Music/accompaniment • Recognisable principles, characteristics, style of the dance 	<p>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</p> <ul style="list-style-type: none"> • Reviewing the dance work studied in term 2: Simple analysis of the work, music & choreographer • Completing the glossary of specific terminology used in dance based on topics 1-3 in terms 1-4 • Revision of all written content terms 1- 3 	<p>COMPETENCY FRAMEWORK: At this level, learners should be introduced to the content knowledge they need to acquire in the FET period to apply in real-life contexts. Teachers should adapt content to real-life scenarios/situations for relevancy. This should show development from term 3, plus address the following areas:</p> <ul style="list-style-type: none"> • Values: Self-development/learning, respect • Skills: Performance quality, creativity, composition • Characteristics and attitudes: Punctuality, perseverance, working positively 								
<p>REQUISITE PRE-KNOWLEDGE</p> <ul style="list-style-type: none"> • Understanding of technique: Safe dance practice • Developed levels of components of fitness • Understanding of principles, characteristics, style of dance major • Knowledge of popular South African indigenous dance • Confident approach to improvisation • Completion of topic 3 theory 	<p>RESOURCES TO ENHANCE LEARNING</p> <ul style="list-style-type: none"> • Video/DVD of the dance work studied in term 2 • Marking rubric for practical examinations – to be mediated with learners 				<ul style="list-style-type: none"> • Content guidelines for written examination – cognitive levels, format & content of the examination to be mediated with learners • Sending additional work for learners via WhatsApp to assist in study methodologies 						

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
INFORMAL ASSESSMENT, REMEDIATION	ASSESSMENT FOR LEARNING <ul style="list-style-type: none"> • Instructions/corrections provided during practical & improvisation classes to guide improvement • Focus on targeted learning – where are your learners now – where do you need to get them to • Can learners link areas across content – high learning skills incorporated into teaching and learning • Marking written work in learner task books to evaluate gaps in curriculum coverage • Additional classes after to school to provide additional time for the topics as needed/work not completed by learners 									
FINAL END OF YEAR EXAMINATION	TASK 5: Written examination = 100 marks Practical examination = 100 marks									