

2021 National Recovery ATP: Grade 10 – Term 1: **DANCE STUDIES**

TERM 1 (46 days)	Week 1 (27 – 29 Jan)	Week 2 (1 – 5 Feb)	Week 3 (8 – 12 Feb)	Week 4 (15 - 19 Feb)	Week 5 (22 - 26 Feb)	Week 6 (1 – 5 March)	Week 7 (8 - 12 March)	Week 8 (15 - 19 March)	Week 9 (23 - 26 March)	Week 10 (29 – 31 March)
Revised CAPS Chapter 4 <ul style="list-style-type: none"> • Content • Concepts • Skills & Competencies • Values & Attitudes <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> • Assessment of pre- knowledge in GET (Creative Arts) • Orientation into the FET subject & requirements • Introduction to each of the Topics • Code of conduct required in the subject; developed with learners • Dance conventions & values • Grooming • Attendance during & additional lessons after school • Providing textbooks, task books, additional notes & resources, etc. 	TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY <ul style="list-style-type: none"> • Warm up routine: explain its purpose • Developing components of fitness: emphasis on preparing the body for technical exercises • Understanding of good posture, stance, alignment: explain its importance, link to core stability • Strength building exercises: explain its purpose • Exercises to develop balance & control: explain its purpose, link to core stability & strength • Locomotion exercises: explain its purpose, link to endurance • Extension, flexion and rotation exercises: explain its purpose, link to flexibility in the joints/ range of motion • Steps & combinations across space: explain its purpose, link to endurance/neuromuscular skills/repetition/ practice • Cool down and stretching exercises: explain its purpose, link to safe stretching/flexibility 	THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> • Warm up • Cool down • Posture, stance & alignment • Core stability • Strength • Endurance • Flexibility & stretching • Neuromuscular skills 		THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> • Learners interpretation of their understanding of improvisation, i.e. what is it and what is it about? • Reflection on how improvisation activities felt – what learners enjoyed vs what were they fearful about & why 		SBA – TASK 1: WRITTEN TEST = 25 MARKS 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% Medium marks = 40% High marks = 30% 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 = 10 MARKS <ul style="list-style-type: none"> • Warm up/cool down • Posture, stance & alignment SECTION B = 15 MARKS <ul style="list-style-type: none"> • Reflection on improvisation • Why do people dance? • Different types of dance – cultural & theatrical 			
Requisite pre-knowledge	<ul style="list-style-type: none"> • Assess pre- knowledge: what was covered in GET in Grade 9 (Creative Arts) • Assess level of practical ability/standard: pitch Term 1 practical classes accordingly • Assess whether improvisation has been taught or explored in Grade 9 • Assess whether any theory has been covered in Grade 9 	RECOVERY PLAN COULD INCLUDE: <ul style="list-style-type: none"> • Additional lesson after school every 2nd week • Zoom/MST virtual class • Saturday class: virtual, or in-person at school • Develop writing skills – task book feedback & dance terminology 		EVALUATION TASK = 25 MARKS Evaluate the learners' attitudes, 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. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development.						
Resources to enhance learning	<ul style="list-style-type: none"> • Video/ YouTube clips on different types of dance (cultural & theatrical): viewing for Topic 3; <i>what is dance?</i> • Task books: written learner content • Extra notes, activities, tasks to enhance learning • Wide selection of music appropriate for Grade 10 • Improvisation stimuli (e.g. chairs, images, props, words, etc.) • Bloom's & Dave's taxonomies • Materials on 21st Century teaching & learning 	AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC: <ul style="list-style-type: none"> • Application of the code of conduct • Greeting/appreciation • Respecting others, dance space, teacher, dance conventions • Grooming in the dance class • Development & improvement during the term • Attendance during & after school/additional lessons (commitment, discipline, reliability & responsibility) • Interest in the subject (commitment & focus) 								
Informal Assessment; Remediation	ASSESSMENT FOR LEARNING <ul style="list-style-type: none"> • Instructions/ corrections provided during practical & improvisation classes to guide improvement • 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 time for the topics as needed • Creating a WhatsApp group to send important messages, homework, reminders, lessons & encouragement to learners 									
SBA Formal Assessment	TASK 1: Written test = 25 marks Evaluation task on each learner = 25 marks									

2021 National Recovery ATP: Grade 10 – Term 2: DANCE STUDIES

TERM 2 (54 days)	Week 1 (13 – 16 April)	Week 2 (19 – 23 April)	Week 3 (28 – 30 April)	Week 4 (3 – 7 May)	Week 5 (10 – 14 May)	Week 6 (17 – 21 May)	Week 7 (24 - 28 May)	Week 8 (31 – 4 June)	Week 9 (7 - 11 June)	Week 10 (14 - 18 June)	Week 11 (21 – 25 June)			
Revised CAPS Chapter 4 <ul style="list-style-type: none"> Content Concepts Skills & Competencies Values & Attitudes <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> Recap of code of conduct, conventions & values, grooming Assessment of pre-knowledge from Term 1 Feedback on Term 1 SBA assessments Explanation of PAT choreography process over 2 terms Catch up of work not completed in Term 1 	TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of term 1 class work plus increased focus on the following: <ul style="list-style-type: none"> Breathing, spine, muscles & joints Correct posture and alignment Understanding of components of fitness: e.g. how they are developed Turning with eye focus (spotting) Technical exercises in the dance major: introducing principles/characteristics Stretching for increased flexibility 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 (floor, temperature, etc.) Defining components of fitness Reflection on relaxation & breathing techniques 			SBA – TASK 2: PRACTICAL CONTROL TEST = 25 MARKS 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 = 15 marks <ul style="list-style-type: none"> Recall of exercises learnt Components of fitness Musicality Confidence UNSEEN IMPROVISATION = 10 marks Learners can perform alone or in groups <ul style="list-style-type: none"> Ability to interpret a stimulus Response to music/accompaniment Confidence WRITTEN CONTROL TEST = 25 MARKS 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% Medium marks = 40% High marks = 30% The marking guideline must reflect the expected answers as well as allow for learners' own interpretation/alternative answers.				
		TOPIC 2: IMPROVISATION PAT TASK 4: PROCESS Guide experimentation through improvisation in preparation for choreographing in Term 3 PRACTICAL COMPONENT = 30 marks <ul style="list-style-type: none"> Experimenting with dance elements (space/time/force) Exploring motifs & gestures Responding to music/accompaniment/words/silence Working with others/self-management/accountability Critical thinking & problem solving – exploring different ways to interpret stimuli: e.g. props, words, images, etc. 					WRITTEN COMPONENT = 30 marks Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> Dance elements Music terminology related to dance: rhythm, pace, tempo, duration, melody, syncopation, polyrhythms, harmony Reflection/evaluation of the process (self & group) 							
Requisite pre-knowledge <ul style="list-style-type: none"> Assess pre- knowledge: what was covered in Term 1 Assess level of practical & improvisation: ability/standard achieved in Term 1 Assess level of written content & meaningful understanding shown by learners – address areas that show lack of understanding before continuing 		TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none"> Identification of different dance forms: linked to learning about principles/characteristics of own dance major in the practical class Developing visual literacy – for viewing works/images/posters, etc. Viewing a professional dance work: South African or international (link to learners own PAT preparations) & simple analysis of the work & music/accompaniment Continue developing the glossary of specific dance terminology based on activities done in Term 2 					RECOVERY PLAN COULD INCLUDE: <ul style="list-style-type: none"> Focus on core content Develop reading for understanding Online/class quizzes 			AREAS THAT COULD BE INCLUDED IN THE TERM 2 CONTROL TEST: SECTION A = 10 MARKS <ul style="list-style-type: none"> Appropriate dance environment Defining components of fitness Safe stretching & relaxation techniques SECTION B = 15 MARKS <ul style="list-style-type: none"> Dance elements Improvisation Reflection of PAT process Music terms needed for dance Identifying different dance forms Dance terminology 				
Resources to enhance learning <ul style="list-style-type: none"> Video/DVD of a professional dance work: South African or international YouTube clips for identifying different dance forms & dance major YouTube clips to inspire improvisation Music selection Selection of stimuli to use in PAT process 		Informal Assessment; Remediation <ul style="list-style-type: none"> Instructions/corrections provided during practical & improvisation classes to guide improvement 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 to school to provide additional time for the topics as needed 					TASK 4: PAT Choreography & Improvisation PROCESS = 60 MARKS Refer to CAPS revised Chapter 4							
SBA Formal Assessment & PAT TASK 2: Written test = 25marks Practical test = 25 marks		PRACTICAL PROCESS COULD INCLUDE: 30 marks <ul style="list-style-type: none"> Improvisation & experimentation Rehearsal Collaboration & communication Critical thinking & problem solving Digital literacy 					WRITTEN PROCESS COULD INCLUDE: 30 marks							

2021 National Recovery ATP: Grade 10 – Term 3: **DANCE STUDIES**

TERM 3 (53 days)	Week 1 (13 – 16 July)	Week 2 (19 – 23 July)	Week 3 (26 – 30 July)	Week 4 (2 – 6 Aug)	Week 5 (10 – 13 Aug)	Week 6 (16 – 20 Aug)	Week 7 (23 – 27 Aug)	Week 8 (30 - 3 Sep)	Week 9 (6 – 9 Sep)	Week 10 (13 – 17 Sep)	Week 11 (20 – 23 Sep)			
<p>Revised CAPS Chapter 4</p> <ul style="list-style-type: none"> Content Concepts Skills & Competencies Values & Attitudes <p>Dates of proposed school calendar may change according to Covid circumstances in 2021</p>	<ul style="list-style-type: none"> Recap of code of conduct, conventions & values, grooming. Assessment of pre-knowledge in Term 2 Feedback on Term 2 SBA tests Explanation of PAT choreography final product Catch up of work not completed in Term 2 	<p>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of Term 1 & 2 class work plus increased focus on the following:</p> <ul style="list-style-type: none"> Exercises to further develop components of fitness Principles of dance major developed Exercises to develop balance & control Foot & leg exercises/articulation in preparation for jumps/leaps with safe landings Combinations of steps in dance major with variations in direction & speed Developing musicality Start learning a group dance (in the dance major or popular African 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"> Principles of dance major Safe landing techniques Developing musicality Nutrition & hydration linked to components of fitness 			<p>SBA – TASK 3:</p> <p>EVALUATION TASK = 25 MARKS Evaluate the learners' attitudes, values & skills learnt in Terms 1-3. Refer to the CAPS revised Chapter 4 for guidance on what is to be assessed & how marks will be awarded. Create a marking rubric. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development. Assessment criteria should show progression from Term 1.</p> <p>AREAS THAT COULD BE INCLUDED IN THE TERM 3 EVALUATION TASK RUBRIC:</p> <ul style="list-style-type: none"> Application of the code of conduct Working effectively as an individual & with others as members of a team Identifying & solving problems Making decisions using critical & creative thinking Development & improvement during the term Attendance during school & after school/additional lessons Focus & commitment Creativity <p>RESEARCH TASK = 25 MARKS Develop a learner brief outlining the process & final product for the research task. It may be of assistance to provided suitable choices for current South African dance companies and/ or artists for learners to choose from; as well as 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 the research task. Refer to CAPS revised Chapter 4.</p> <p>ASSESSMENT CRITERIA THAT COULD BE INCLUDED IN THE RESEARCH TASK: Pre-planning = 10 or 15 marks</p> <ul style="list-style-type: none"> Selection of a suitable topic Collecting information from a variety of sites, books, sources, etc. Own interpretation for presentation of the research information Selecting what to include/omit (editing/mind mapping, etc.) Referencing information <p>Final research presentation = 10 or 15 marks</p> <ul style="list-style-type: none"> Oral/video/Power Point/written, story book/poster, etc. Use of language, writing/oral/design skills 				
		<p>TOPIC 2: CHOREOGRAPHY PAT TASK 4: PRODUCT Guide learners to choreograph a solo/group dance PRACTICAL COMPONENT = 20 marks</p> <ul style="list-style-type: none"> Selection of a theme/intent/idea Choreographic structures to include beginning & ending Conceptualisation Creativity Music/accompaniment Exploration of technology/film/video 					<p>WRITTEN COMPONENT = 20 marks Learners to write about each area only after experiencing/ discussing in the practical class</p> <ul style="list-style-type: none"> Selection of theme/intent/idea Choreographic structures Choice of music/accompaniment Designing a poster for a dance production Reflection on the process: written or oral (self & group) Digital literacy 							
		<p>TOPIC 3: DANCE HISTORY AND LITERACY</p> <ul style="list-style-type: none"> History of dance major Analysis of the choreographer of the dance work studied in Term 2 & their contribution to dance Completion of any content not covered in Term 2 Continue developing the glossary of specific dance terminology based on activities done in Term 3 Consolidation <p>TASK 3: RESEARCH = 25 marks Learners must research current South African dance companies and/ or artists. Guide learners on how to:</p> <ul style="list-style-type: none"> Research, find information & save information for referencing Select/extract information Write the research in own words Present the research in creative/innovative ways 												
		<p>Requisite pre-knowledge</p>	<ul style="list-style-type: none"> Assess pre-knowledge on research experience & computer literacy/technology skills, etc. Assess knowledge of presentation ideas for a research task 					<p>RECOVERY PLAN COULD INCLUDE:</p> <ul style="list-style-type: none"> Additional time for learners during the PAT process Different approaches to choreographing a dance work 						
		<p>Resources to enhance learning</p>	<ul style="list-style-type: none"> Selection of music to assist learners in their PAT choreography Venue for PAT performances – conventional/non-conventional spaces/filming, etc. Materials/computers/cell phones to assist with developing a poster Access to computers/internet/cell phones to research information Books, programmes, articles on the chosen topic/theme/intent/idea for the dance work Background information/video/YouTube clips on popular African dance (if presented in the practical exam) 											
<p>Informal Assessment; Remediation</p>	<p>ASSESSMENT FOR LEARNING</p> <ul style="list-style-type: none"> Instructions/corrections provided during practical & improvisation classes to guide improvement 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 to school to provide additional time for the topics as needed 													
<p>SBA Formal Assessment & PAT</p>	<p>TASK 3: Research task = 25 marks Evaluation task on each learner = 25 marks</p>	<p>TASK 4: PAT Choreography PRODUCT = 40 MARKS Refer to CAPS revised Chapter 4 PRACTICAL PRODUCT COULD INCLUDE: 20 marks</p> <ul style="list-style-type: none"> Completed dance composition Creativity Use of dance elements & choreographic structures/music/accompaniment Use of video/film/production elements 			<p>WRITTEN PRODUCT COULD INCLUDE: 20 marks</p> <ul style="list-style-type: none"> Production planning (e.g. poster/flyer, etc.) Reflection on final product: written or oral Digital literacy 									

2021 National Recovery ATP: Grade 10 – Term 4: **DANCE STUDIES**

TERM 4 (47 days)	Week 1 (5 – 8 Oct)	Week 2 (11 – 15 Oct)	Week 3 (18 – 22 Oct)	Week 4 (25 – 29 Oct)	Week 5 (1 -5 Nov)	Week 6 (8 – 12 Nov)	Week 7 (15 – 19 Nov)	Week 8 (22 – 26 Nov)	Week 9 (29 – 3 Dec)	Week 10 (6 – 8 Dec)	
Revised CAPS Chapter 4 <ul style="list-style-type: none"> Content Concepts Skills & Competencies Values & Attitudes <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> Feedback on Term 3 research & evaluation task Strategies for written exam readiness could include: <ul style="list-style-type: none"> Explaining cognitive levels How to interpret questions/how much to write Identifying action verbs Format of the question paper Consolidation & catch up of any outstanding work Terms 1 – 3 	TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Consolidation of Term 1 - 3 class work plus: <ul style="list-style-type: none"> Mastery of class work for final exam presentation Combinations of steps in dance major with variations in direction and speed Emphasis on correct posture & alignment Understanding of components of fitness – developing them in the dance class Turning with eye focus (spotting) Technical exercises in the dance major (applying principles/characteristics) Jumps/leaps with safe landings Stretching for increased flexibility Relaxation techniques Musicality Focus & confidence Mastery of group dance (1-1 1/2 minutes) for presentation in the examination: focus on timing & spatial awareness between dancers 				THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> Principles of dance major used in the dance class Reflection on group dance in dance major or popular African dance Revision of all written content Terms 1 – 3 Re-teaching of sections not well understood 		FINAL EXAMINATIONS – TASK 5: 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 content, skills, competencies, attitudes & values 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 = 60 marks <ul style="list-style-type: none"> Technical exercises in the dance major (principles/characteristics applied) Combinations of steps in dance major with variations in direction & speed Emphasis on correct posture & alignment Improved components of fitness Turning with eye focus (spotting) Jumps/leaps with safe landings Musicality Focus & confidence GROUP DANCE = 20 marks approximately 1 minute <i>(In the dance major OR a popular indigenous African dance e.g. Pantsula/ Gumboot, etc.)</i> <ul style="list-style-type: none"> Beginning & ending Timing & spatial awareness between dancers Performance quality UNSEEN IMPROVISATION = 20 marks (Learners can perform alone or in groups) <ul style="list-style-type: none"> Ability to interpret a stimulus Response to music/accompaniment Increased creativity & confidence WRITTEN EXAMINATION = 100 MARKS Set an examination paper & marking guideline on content, skills, competencies, attitudes & values covered 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% / Medium marks = 40% / High marks = 30% The marking guideline must reflect the expected answers as well as allow for learners' own interpretation /alternative answers. Core content should be included.			
		TOPIC 2: IMPROVISATION Improvisation activities to include: <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 				THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> Revision of all written content Terms 1 – 3 Self-reflection on the purpose/value of improvisation 					
		In preparation for final practical examination include the following: <ul style="list-style-type: none"> Improvising to a wide range of music/genres/accompaniment Developing creativity: e.g. working with props, unusual spaces, images, etc. Developing problem solving & decision-making skills 									
		TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none"> Re-viewing 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 activities in Terms 1 – 4. Revision of all written content Terms 1 – 3 Re-teaching of sections not well understood 									
		RECOVERY PLAN COULD INCLUDE: <ul style="list-style-type: none"> Additional opportunities for improvement in research & written PAT tasks 									
Requisite pre-knowledge	<ul style="list-style-type: none"> Assess pre- knowledge: what was covered in Term 3 Assess level of written content & meaningful understanding shown by learners – address areas that show lack of understanding 										
Resources to enhance learning	<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 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 										
Informal Assessment; Remediation	ASSESSMENT FOR LEARNING <ul style="list-style-type: none"> Instructions/corrections provided during practical & improvisation classes to guide improvement 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 Additional time for work not completed by learners 										
FINAL END OF YEAR EXAMINATION	TASK 5: Written examination = 100 marks Practical examination = 100 marks					AREAS THAT COULD BE INCLUDED IN THE TERM 4 EXAMINATION: SECTION A = 40 MARKS <ul style="list-style-type: none"> Safe dance practices e.g. warming up/ cooling down/ spotting/ turn out/safe landings, etc. Appropriate dance environment Posture, stance & alignment Components of fitness & nutrition & hydration Principles/characteristics of dance major Performance skills/musicality – reflection on what has been learnt in the practical class/improvement, etc. SECTION B = 60 MARKS <ul style="list-style-type: none"> Dance elements Improvisation Reflection of PAT process & final product Music for dance History of dance major Simple analysis of prescribed dance work & music used & choreographer & contribution to dance 					