

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 11 (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	
<b>REVISED CAPS CHAPTER 4</b>  <ul style="list-style-type: none"> <li>• <b>CONTENT</b></li> <li>• <b>CONCEPTS</b></li> <li>• <b>SKILLS &amp; COMPETENCIES</b></li> <li>• <b>VALUES &amp; ATTITUDES</b></li> </ul>	<b>Orientation</b>  <ul style="list-style-type: none"> <li>• Assessment of pre-knowledge in Grade 10</li> <li>• Re-orientation into the FET subject &amp; requirements for term 1</li> <li>• Code of conduct required in Grade 11, to be developed with learners:                             <ul style="list-style-type: none"> <li>• Attitudes and values</li> <li>• Dance conventions</li> <li>• Grooming</li> </ul> </li> <li>• Attendance during &amp; additional lessons after school</li> <li>• Own practice and self-development</li> <li>• Providing textbooks, task books, additional notes &amp; resources, etc.</li> </ul> <b>OTHER AREAS TO INCLUDE:</b> <ul style="list-style-type: none"> <li>• Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> <li>• One task book per learner thick enough to use from Grade 10-12 for referencing progression in content/topics</li> <li>• Class registers to monitor attendance and progress</li> </ul>		<b>Seven weeks of teaching and learning</b> <b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school</b>  <b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Recap of content covered in Grade 10, plus increased focus on the following: <ul style="list-style-type: none"> <li>• Class etiquette, awareness of others in the space, clarity of direction, working safely with others</li> <li>• Safe dance practice: Warming up, principles of correct posture, stance &amp; alignment, spotting, jumping, turn out, etc.</li> <li>• Further developing components of fitness: Preparing the body for technical exercises</li> <li>• Principles/characteristics/style of the dance major further developed from Grade 10</li> <li>• Articulation of the feet, building strength &amp; agility, jumps/footwork sequences in the dance major with safe landings</li> <li>• Increased complexity of turns/spotting</li> <li>• Travelling &amp; aerial movement combinations across the floor, changing directions</li> <li>• Cooling down/relaxation techniques &amp; safe stretching exercises to increase flexibility</li> </ul>						<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Warm up &amp; cool down exercises, relaxation techniques &amp; safe stretching techniques</li> <li>• How to develop correct posture, stance &amp; alignment</li> <li>• Principles, characteristics &amp; style of the dance major</li> <li>• Basic knowledge of the skeleton: Structure, movement &amp; safe use of the spine: Linked to core stability &amp; posture, stance &amp; alignment</li> <li>• Dance terminology – names of steps/principles used in classwork</li> </ul>		<b>SBA – TASK 1:</b> <b>WRITTEN TEST = 50 MARKS</b> (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 <b>AREAS THAT COULD BE INCLUDED IN THE TERM 1 TEST:</b> <b>SECTION A:</b> <ul style="list-style-type: none"> <li>• Purpose of a warm-up</li> <li>• Purpose of a cool down, explaining relaxation &amp; safe stretching techniques</li> <li>• How to develop correct posture, stance &amp; alignment</li> <li>• Why it is important to understand the spine and how it is linked to posture, stance, alignment, safe dance practices, technique, and performance quality</li> </ul> <b>SECTION B:</b> <ul style="list-style-type: none"> <li>• Reflection on improvisation – how it is used to develop choreography and creativity in own dance performance</li> <li>• Different performance spaces – advantages vs disadvantages</li> <li>• Brief history of the dance major</li> <li>• Functions &amp; value of dance in society - what has been learnt about other skills that are included in dance – values, attitudes, etc.</li> </ul> <b>EVALUATION TASK = 50 MARKS</b> (minimum requirement) This is not a practical test, but a teacher evaluation of each learners' 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 <b>AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC ARE:</b> <ul style="list-style-type: none"> <li>• Application of the code of conduct: Respecting others, dance space, teacher, dance conventions, attitudes, and values</li> <li>• Attendance (commitment, discipline, reliability &amp; responsibility)</li> <li>• Interest in the subject (commitment &amp; focus)</li> <li>• Preparedness for each lesson</li> <li>• Recall of practical exercises taught/practice</li> <li>• Development &amp; improvement during the term</li> </ul>	
	<b>TOPIC 2: IMPROVISATION</b> Recap of content covered in Grade 10, plus increased focus on the following: <b>Improvisation activities to include:</b> <ul style="list-style-type: none"> <li>• Building self-confidence &amp; trust in peers: Making eye contact, spatial awareness, exploration of relationships with others</li> <li>• Exploring a wide range of music/genres/accompaniment/silence/spoken word, e.g., performing to a poem</li> <li>• Combining dance elements and introduction to choreographic structures</li> <li>• Exploring conventional vs non-conventional spaces during class</li> <li>• Further development of creativity: E.g., working with unusual props or spaces, partner work, contact improvisation</li> </ul>		<b>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Learners' interpretation of their understanding of improvisation and the benefits</li> <li>• Reflection on how improvisation activities felt – what learners enjoyed vs what were they fearful about &amp; why</li> <li>• Performance spaces that can be used in choreography:                             <ul style="list-style-type: none"> <li>• Conventional spaces – theatre stages, etc.</li> <li>• Non-conventional performance space/site-specific space</li> </ul> </li> </ul>									
	<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>• Recap of content covered in Grade 10</li> <li>• Develop further understanding of history of the dance major</li> <li>• Functions of dance in society: Linked to careers, purpose &amp; value of dance (life skills)</li> <li>• Benefits of dance: Linked to health, fitness, mental stability, cognitive levels, creativity, problem solving, time management, discipline, working with others, respect, etc.</li> <li>• How symbolism is used in dance: Cultural and theatrical dance (production elements, costumes/attire, use of colour, props, movement vocabulary, etc.)</li> <li>• Start a glossary of specific dance terminology based on activities done in term 1</li> </ul>											
<b>REQUISITE PRE-KNOWLEDGE</b>	Experience from Grade 10 in the following areas: <ul style="list-style-type: none"> <li>• Practical dance experience learnt in technical class</li> <li>• Improvisation experience well developed</li> <li>• Dance literacy</li> </ul>		<b>COMPETENCY FRAMEWORK:</b> <b>At this level, learners should start applying the content knowledge they have acquired in the FET period to apply it to real-life context/situations to address the following areas:</b> <b>Values:</b> Tolerance, compassion, responsibility <b>Skills:</b> Creativity, time management, communication <b>Character and attitude:</b> Reliability, perseverance, self-development									
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Teachers' guide</li> <li>• CAPS document</li> <li>• Revised CAPS chapter 4</li> </ul>		<ul style="list-style-type: none"> <li>• Task books (for learners)</li> <li>• Selection of music/accompaniment for class work and improvisation</li> <li>• Video of <b>prescribed</b> dance work that will be taught in term 2 – refer to DBE Examination Guidelines (national recovery plan) 2021-2023 for prescribed works (<b>videos can be ordered from Edumedia if needed</b> <a href="https://wcedonline.westerncape.gov.za/edumedia">https://wcedonline.westerncape.gov.za/edumedia</a>)</li> </ul>									

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

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 11 (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			
<b>REVISED CAPS CHAPTER 4</b>  <ul style="list-style-type: none"> <li>• <b>CONTENT</b></li> <li>• <b>CONCEPTS</b></li> <li>• <b>SKILLS &amp; COMPETENCIES</b></li> <li>• <b>VALUES &amp; ATTITUDES</b></li> </ul>	<b>Orientation</b>  <ul style="list-style-type: none"> <li>• Feedback on the evaluation task and written test</li> <li>• Action plan developed for gaps in content coverage and work not completed by learners in term 1</li> <li>• Providing learners with the PAT brief/and marking guideline Explanation of PAT choreography to be done over 2 terms:</li> <li>• Process in term 2</li> <li>• Product in term 3</li> </ul> <b>OTHER AREAS TO INCLUDE:</b> <ul style="list-style-type: none"> <li>• Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> <li>• One journal for the PAT written section. This could be used over the 3-year FET period</li> </ul>	<b>Eight weeks of teaching and learning</b> <b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school context</b>  <b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Consolidation of term 1 class work, plus increased focus on the following: <ul style="list-style-type: none"> <li>• Safe dance practice in all exercises: Posture, stance &amp; alignment, safe use of the spine, muscles &amp; joints</li> <li>• Further development of components of fitness to strengthen technique</li> <li>• Understanding &amp; application of principles/characteristics and style in the dance major</li> <li>• Established turns with eye focus (spotting)</li> <li>• Dance vocabulary of dance major: Steps &amp; sequences, travelling &amp; aerial movement combinations across the floor moving to a range of music genres &amp; rhythms with variations in use of space (levels, directions, pathways)</li> <li>• Cool down: Stretching for increased flexibility using relaxation techniques and breathing</li> </ul>							<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Appropriate dance environment correct floor, temperature, ventilation, space, teaching &amp; learning, etc. and injury prevention</li> <li>• Defining neuromuscular skills</li> <li>• How to develop components of fitness' how they improve performance skills &amp; technique</li> <li>• Difference between static &amp; dynamic stretching</li> <li>• Dance terminology – names of steps/ principles used in classwork continued</li> </ul>		<b>WRITTEN COMPONENT = 25 marks</b> <b>Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Describing how dance elements &amp; choreographic structures have been developed in relation to the BRIEF</li> <li>• In depth analysis of how the selection of music/accompaniment affects choreographic process</li> <li>• Reflection/evaluation of the process: Self &amp; group – strengths, weaknesses</li> <li>• Preparedness for creating a dance work in term 3 – what still needs to be done</li> </ul>		<b>Two weeks of assessment</b>  <b>SBA – TASK 2:</b> <b>WRITTEN TEST = 80 MARKS (minimum requirement)</b> 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 <i>CAPS revised chapter 4</i> 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 <b>AREAS THAT COULD BE INCLUDED IN THE TERM 2 TEST: SECTION A:</b> <ul style="list-style-type: none"> <li>• Why an appropriate dance environment is needed in dance</li> <li>• How to develop components of fitness</li> <li>• Explaining neuromuscular skills in dance performance</li> <li>• Describing the difference between static &amp; dynamic stretching</li> </ul> <b>SECTION B:</b> <ul style="list-style-type: none"> <li>• How dance elements &amp; choreographic structures are used to enhance symbolism/own evaluation of the role of improvisation in dance choreography</li> <li>• Knowledge of music terminology related to how it develops musicality in dance</li> <li>• Analysis of prescribed dance work to include production elements, music/accompaniment, movement vocabulary, use of symbolism</li> </ul> <b>PRACTICAL TEST = 80 MARKS (minimum requirement)</b> Develop a marking rubric outlining <i>content, concepts, skills &amp; competencies</i> to be assessed & how marks will be awarded. Refer to <i>CAPS revised chapter 4</i> The focus should be providing feedback to learners for improvement The test could consist of: <b>TECHNICAL CLASSWORK:</b> <ul style="list-style-type: none"> <li>• Recall of full technical class developed in complexity from Grade 10</li> <li>• Developed and demonstrated use of components of fitness</li> <li>• Established technique showing appropriate use of safe dance practices</li> <li>• Established principles &amp; characteristics and style in the dance major</li> <li>• Established performance skills</li> </ul> <b>UNSEEN IMPROVISATION:</b> Learners can perform alone or in groups <ul style="list-style-type: none"> <li>• Ability to creatively interpret/abstract a stimulus/use symbolism</li> <li>• Ability to interpret unseen music creatively and with</li> </ul>	
	<b>REQUISITE PRE-KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Assess pre-knowledge: What was covered in term 1</li> <li>• Assess level of practical &amp; improvisation: Ability/standard achieved in term 1</li> <li>• Assess level of written content &amp; meaningful understanding shown by learners – address areas that show lack of understanding before continuing</li> </ul>	<b>TOPIC 2: IMPROVISATION</b> <b>PAT TASK 4: PROCESS Guided improvisation activities according to BRIEF in preparation for choreography in term 3</b> <b>PRACTICAL COMPONENT = 25 marks</b> <b>Improvisation activities to include:</b> <ul style="list-style-type: none"> <li>• Exploring dance elements &amp; choreographic structures: E.g., beginning, ending, climax, transitions, sequencing, patterning, repetition &amp; stillness in relation to the <b>BRIEF</b></li> <li>• Exploring contrasting movements &amp; dynamics, motifs, gestures &amp; stylised movements to create messages/meaning through movement</li> <li>• Exploring the relationship of dance to aural settings: E.g., spoken word, sound effects, natural sound, found sound, silence</li> <li>• Working with others/self-management/accountability</li> <li>• Developing critical thinking &amp; problem solving – exploring creative ways to interpret/conceptualise <b>BRIEF</b> in term 3</li> </ul>							<b>COMPETENCY FRAMEWORK:</b> <b>At this level, learners should start applying the content knowledge they have acquired in the FET period to apply it to real-life context/situation to address the following areas:</b> <ul style="list-style-type: none"> <li>• Values: Responsibility, self-learning, positively influencing peers</li> <li>• Skills: Communication, creativity and creating own works, confident use of technology</li> <li>• Character and attitude: Perseverance, working positively, leadership</li> </ul>		(Continued from previous cell)			
	<b>RESOURCES TO ENHANCE LEARNING</b> <ul style="list-style-type: none"> <li>• As from term 1, plus:</li> <li>• Video/DVD of a professional dance work: South African or international (<b>Videos can be ordered from Edumedia if needed</b>) (<a href="https://wcedonline.westerncape.gov.za/edumedia">https://wcedonline.westerncape.gov.za/edumedia</a>)</li> </ul>	<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>• Identification of different dance forms: Linked to learning about principles/characteristics of own dance major in the practical class</li> <li>• Music terminology related to dance: Rhythm, pace, tempo, duration, melody, syncopation, polyrhythms, harmony, dynamics, phrasing – how this enhances musicality</li> <li>• Developing <b>visual literacy</b> and critical thinking when viewing dance works/images/posters, movement, etc.</li> <li>• Viewing a <b>prescribed dance work</b>: South African or international &amp; analysis of the work, production elements, music/accompaniment, movement vocabulary &amp; symbolism used in the dance work</li> <li>• Continue developing the glossary of specific dance terminology based on activities done in term 2</li> </ul>							<ul style="list-style-type: none"> <li>• YouTube clips for identifying different dance forms &amp; developing understanding of principles/characteristics of the dance major to deepen understanding and inspiration for <b>PAT BRIEF</b></li> <li>• Selection of music/accompaniment for class work and improvisation and PAT</li> <li>• Cell phones and school internet access for researching PAT BRIEF</li> </ul>		(Continued from previous cell)			

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	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>• Instructions/corrections provided during practical &amp; improvisation classes to deepen learning, understanding and guide improvement</li> <li>• Focus on targeted learning – where are the learners now – where do we need to get them to</li> <li>• Can learners link areas across content and topics, apply knowledge to real-life scenarios/situations – high learning skills incorporated into teaching and learning</li> <li>• Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>• Additional classes after school to provide additional time for the topics as needed and further PAT preparations</li> </ul>										sensitivity <ul style="list-style-type: none"> <li>• Demonstrates an understanding of how dance elements can be used</li> <li>• Awareness of self and others in space</li> <li>• Freedom of movement and confidence in combining various styles/developing own movement vocabulary/motifs/gestures/everyday movements</li> </ul>
	SBA FORMAL ASSESSMENT & PAT	<b>TASK 2:</b> Written test = 80 marks (minimum requirement) Practical test = 80 marks (minimum requirement)	<b>TASK 4: PAT Choreography &amp; Improvisation</b>		<b>PROCESS = 50 MARKS</b>		Refer to <i>CAPS revised chapter 4</i>				
<b>PRACTICAL PROCESS COULD INCLUDE:</b> 25 marks <ul style="list-style-type: none"> <li>• Improvisation, experimentation &amp; conceptualisation</li> <li>• Collaboration &amp; communication</li> <li>• Critical thinking &amp; problem solving</li> <li>• Self-management &amp; accountability</li> </ul>			<b>WRITTEN PROCESS COULD INCLUDE: 25 marks</b> <ul style="list-style-type: none"> <li>• Investigation/research into BRIEF</li> <li>• How dance elements &amp; choreographic structures have been experimented with</li> <li>• Reflection: Group &amp; self to include suggestions for improvements/management</li> <li>• Planning for term 3 – product – production elements, final interpretation of BRIEF, etc.</li> <li>• Language &amp; communication skills, digital literacy</li> </ul>								



2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 11 (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		
<b>REVISED CAPS CHAPTER 4</b>  <ul style="list-style-type: none"> <li>• <b>CONTENT</b></li> <li>• <b>CONCEPTS</b></li> <li>• <b>SKILLS &amp; COMPETENCIES</b></li> <li>• <b>VALUES &amp; ATTITUDES</b></li> </ul>	<b>Orientation</b>  <ul style="list-style-type: none"> <li>• Feedback on term 2 tests</li> <li>• Action plan developed for gaps in content coverage and work not completed by learners</li> <li>• Recap of the PAT BRIEF and marking guideline</li> <li>• Process in term 2</li> <li>• <b>Product in term 3</b></li> </ul> <b>OTHER AREAS TO INCLUDE:</b> <ul style="list-style-type: none"> <li>• Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning  <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> </ul>	<b>Eight weeks of teaching and learning: Teachers are required to create a detailed weekly planner suitable for their school context</b>						<b>Two weeks for assessment</b>		<b>SBA – TASK 3: RESEARCH TASK = 50 MARKS (minimum requirement)</b> <b>CURRENT SOUTH AFRICAN DANCE WORKS (not from prescribed list)</b> The research task <b>MUST</b> be taught and guided during school hours. It may <b>NOT</b> be given to learners to complete as a homework project The purpose of this task is to: <ul style="list-style-type: none"> <li>• Further develop investigative skills learnt in Grade 10</li> <li>• Investigate plagiarism</li> <li>• Critical analysis regarding selection of information</li> <li>• Language and presentation skills</li> <li>• Referencing ability further developed from Grade 10</li> </ul> <b>DEVELOP A LEARNER BRIEF, outlining the process &amp; final product for the research task to include:</b> <ul style="list-style-type: none"> <li>• Recap from Grade 10 on starting a research project</li> <li>• Inspiration and motivation to learn about current dance works being created in South Africa linked to job opportunities/entrepreneurship for own development as a choreographer</li> <li>• Producing a completed research task</li> <li>• Improving literacy/writing skills and digital literacy</li> </ul> It is recommended that suitable choices for current South African dance works are provided that could be linked to the Grade 10 research for learners to choose from that are: <ul style="list-style-type: none"> <li>• Relevant to provincial/cultural/dance major requirements</li> <li>• Reliable internet sites to assist learners in getting started</li> <li>• 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></li> </ul> <b>ASSESSMENT CRITERIA THAT COULD BE INCLUDED IN THE RESEARCH TASK:</b> Pre-planning/research = 10 or 15 marks (minimum requirement) <ul style="list-style-type: none"> <li>• Selection of a suitable dance work (not from prescribed list)</li> <li>• Using multiple sources from a variety of sites, books, etc.</li> <li>• Extracting and interpreting information in own words for presentation</li> <li>• Correct referencing information</li> </ul> Final research presentation = 10 or 15 marks (minimum) <ul style="list-style-type: none"> <li>• Oral/video/PowerPoint/written, story book etc.</li> <li>• Use of language, writing/oral/design skills</li> <li>• Logical flow of information</li> </ul> <b>EVALUATION TASK = 50 MARKS (minimum)</b> This is not a practical test, but a teacher evaluation of each learners' 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 <b>AREAS THAT COULD BE INCLUDED IN THE TERM 3 EVALUATION TASK RUBRIC:</b>			
		<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Consolidation of term 1 & 2 class work, plus increased focus on the following: <ul style="list-style-type: none"> <li>• Exercises (centre practice, floorwork, travelling) show increased levels of components of fitness</li> <li>• Principles of dance major understood and applied in all areas of the class</li> <li>• Technique: Safe dance practice applied and exercises/sequences in the dance major performed with accuracy, increased complexity, and attention to detail</li> <li>• Increased performance skills/quality (musicality, focus, projection, personalisation, commitment to movement/others, creativity)</li> <li>• Start learning a <b>South African ceremonial indigenous group dance</b> for inclusion in term 4 paper 2 practical examinations</li> </ul>	<b>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Principles &amp; characteristics, style of dance major</li> <li>• Techniques: Safe dance practices</li> <li>• How to develop performance skills/quality</li> <li>• Injuries: Causes, prevention &amp; care</li> </ul>	<b>WRITTEN COMPONENT = 25 marks</b> Learners to write about each area only after experiencing/discussing in the practical class (this journal could be presented in the journal an online journal, online docufilm, video diary, PowerPoint, etc.) <ul style="list-style-type: none"> <li>• Designing a poster/flyer for a dance production relevant to theme of own choreography or grade performance: This could be presented in hard copy or online digital platform using technology available</li> <li>• Presentation of the process and product reflection should include:                             <ul style="list-style-type: none"> <li>▪ Reflection/evaluation of the process (self &amp; group) &amp; analysis of final product</li> <li>▪ Interpretation of theme/intent/idea</li> <li>▪ Use of production elements/choreographic structures &amp; dance elements</li> <li>▪ Choice of music/accompaniment/silence, etc.</li> </ul> </li> </ul>									
			<b>TOPIC 2: CHOREOGRAPHY</b> <b>PAT TASK 4: PRODUCT Guided activities according to BRIEF for choreography in term 3</b> <b>PRACTICAL COMPONENT = 25 marks</b> <ul style="list-style-type: none"> <li>• Interpretation/conceptualisation of the theme/intent/idea provided in the learner BRIEF</li> <li>• Dance elements and choreographic structures applied</li> <li>• Develop creative movement vocabulary for chosen theme/intent/idea with symbolic meaning</li> <li>• Interpretation of selected music/accompaniment, etc.</li> <li>• Selection and interpretation of appropriate music/accompaniment related to the theme in the BRIEF</li> <li>• Presentation of the final dance work: Exploration of technology, video presentations, use of conventional/non-conventional spaces, etc.</li> </ul>	<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>• History of dance major/comparison of dance forms (principles &amp; characteristics, styles)</li> <li>• Analysis of the prescribed choreographer (of the dance work studied in term 2) &amp; their contributions to dance/society</li> <li>• Continue developing the glossary of specific dance terminology based on activities done in term 3 and consolidation</li> </ul>									
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Application of dance conventions and code of conduct</li> <li>• Demonstrating proficiency in technical class requirements</li> <li>• Deep understanding of improvisation requirements</li> <li>• PAT process requirements completed = 60 marks (term 2)</li> <li>• Understanding of topic 3 content requirements</li> </ul>	<b>COMPETENCY FRAMEWORK:</b> <b>At this level, learners should start applying the content knowledge they have acquired in the FET period to apply it to 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:</b> <ul style="list-style-type: none"> <li>• Values: Self-learning, positively influencing peers, self-development</li> <li>• Skills: Problem-solving, critical thinking and analysis, able to make discerning judgements and use technology effectively</li> <li>• Character and attitude: Reliability, perseverance, working positively</li> <li>• Allow learners a choice in developing their PAT journals and research assignments, e.g., online journal, online docufilm, written/typed PowerPoint etc.</li> <li>• Integration with other subjects e.g., Languages, Mathematics, Science, Dramatic Arts, Music, etc.</li> </ul>											
<b>RESOURCES TO ENHANCE LEARNING</b>	As is for term 1 and 2, plus: <ul style="list-style-type: none"> <li>• Selection of music to assist learners in their PAT choreography</li> <li>• Venue for PAT performances – conventional/non-conventional spaces/filming, etc.</li> </ul>					<ul style="list-style-type: none"> <li>• Computers/cell phones/school internet access/YouTube to assist with developing research</li> <li>• Books, programmes, articles on the chosen topic/theme</li> <li>• Refer to the DBE PAT documents (past and present) for ideas/guidance on how to structure the Grade 11 PAT</li> </ul>							
<b>INFORMAL ASSESSMENT, REMEDIATION</b>	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>• Instructions/corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>• Focus on targeted learning – where are the learners now – where do we need to get them to</li> <li>• Can learners link areas across content and topics and apply knowledge high learning skills</li> </ul>					<ul style="list-style-type: none"> <li>• Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>• Identifying learners with learning barriers &amp; addressing this with the school for remediation</li> <li>• Additional classes after school as needed and further PAT preparations for final presentation</li> </ul>							

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
SBA FORMAL ASSESSMENT	<b>TASK 3:</b> Research task = 50 marks (minimum requirements) Evaluation task on each learner = 50 marks (minimum requirements)	<b>TASK 4: PAT Choreography PRODUCT = 50 MARKS Refer to CAPS revised chapter 4</b>									
		<b>PRACTICAL PRODUCT TO INCLUDE: 25 marks</b> <ul style="list-style-type: none"> <li>• Successful completion of dance composition</li> <li>• Creative interpretation of learner brief</li> <li>• Creativity: Use of dance elements, choreographic structures, production elements, performance spaces</li> <li>• Use of music/accompaniment to enhance theme</li> <li>• Use of video/film/production elements</li> </ul>					<b>WRITTEN PRODUCT COULD INCLUDE: 25 marks</b> <ul style="list-style-type: none"> <li>• Production planning (e.g., poster/flyer, newspaper advert, programme note, etc.)</li> <li>• Reflection on final product, which could include: Success, weakness, use of improvisation, selection of music/accompaniment selection, choice/use of dancers, etc.</li> <li>• Final presentation on the process and product: This could be presented in the journal or an online journal, online docufilm, video diary, PowerPoint, etc.</li> </ul>				

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10				
<b>REVISED CAPS CHAPTER 4</b>  <ul style="list-style-type: none"> <li>• <b>CONTENT</b></li> <li>• <b>CONCEPTS</b></li> <li>• <b>SKILLS &amp; COMPETENCIES</b></li> <li>• <b>VALUES &amp; ATTITUDES</b></li> </ul>	<b>Orientation</b>  <ul style="list-style-type: none"> <li>• Feedback on term 3 research &amp; evaluation tasks</li> <li>• <b>Strategies for written exam readiness could include:</b></li> <li>• Explaining cognitive levels</li> <li>• How to interpret questions/how much to write</li> <li>• Identifying action verbs</li> <li>• Format of the question paper</li> <li>• Consolidation &amp; action plan developed for gaps in content coverage and work not completed by learners in terms 1-3</li> </ul> <p><b>OTHER AREAS TO INCLUDE:</b> Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></p>	<b>Five weeks of teaching and learning</b> <b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school</b>				<b>Four weeks for assessment</b>		<b>FINAL EXAMINATIONS – TASK 5:</b> <b>WRITTEN EXAMINATION = 100 MARKS</b> 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 <i>CAPS revised chapter 4</i> 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.  <b>SECTION A = 40 MARKS – could include</b> <ul style="list-style-type: none"> <li>• Safe dance practices: E.g., purpose and procedures of warming up/cooling down/spotting/turn out/safe landings, etc.</li> <li>• How to develop components of fitness</li> <li>• Nutrition &amp; hydration</li> <li>• Principles/characteristics of the dance major</li> <li>• Performance skills/quality – reflection on what has been learnt in the practical class/improvement, etc.</li> </ul> <b>SECTION B = 60 MARKS – could include</b> <ul style="list-style-type: none"> <li>• Improvisation and choreography: Dance elements &amp; choreographic structures/performance spaces</li> <li>• Reflection of PAT process and final product</li> <li>• History of the South African ceremonial indigenous dance learnt</li> <li>• Detailed analysis of a prescribed dance work, synopsis/theme/intent, movement vocabulary, production elements, music/accompaniment &amp; symbolism used</li> <li>• Detailed analysis of a prescribed choreographer &amp; contribution to dance/society</li> </ul> <b>PRACTICAL EXAMINATION = 100 MARKS</b> 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 &amp; values</i> to be assessed & how marks will be awarded. Refer to <i>CAPS revised chapter 4</i> The examination should consist of the following areas in each section: <b>TECHNICAL CLASSWORK = 50 marks</b> <ul style="list-style-type: none"> <li>• Full technical class in the dance major learnt showing:</li> <li>• Well-developed components of fitness</li> <li>• Technique: Safe dance practices understood and applied with accuracy</li> <li>• Exercises show a broader range of movement &amp; complex combinations</li> <li>• Application of developed principles, characteristics, and style in dance major</li> <li>• Confidence and performance skills/quality</li> </ul> <b>SOUTH AFRICAN CEREMONIAL INDIGENOUS GROUP DANCE = 30 marks, approximately 2 minutes</b> <ul style="list-style-type: none"> <li>• Completed 1-2-minute group dance showing:</li> <li>• Beginning &amp; ending</li> <li>• Timing, varied dynamics, commitment to movement style</li> <li>• Focus, presentation &amp; performance skills</li> <li>• Teamwork, involvement, and enjoyment</li> </ul>						
		<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Consolidation of term 1-3 class work, plus: <ul style="list-style-type: none"> <li>• Mastery of a full technical class with increased complexity</li> <li>• Correct application of technique with attention to detail: Safe dance practices</li> <li>• Well-developed components of fitness</li> <li>• Established principles/characteristics in dance major</li> <li>• Performance skills/quality (musicality, focus, projection, personalisation, commitment to others/movement, accuracy and making meaning of movement)</li> <li>• <b>Completion of ceremonial African indigenous dance (2 minutes)</b> for presentation in the examination with focus on timing, varied dynamics, commitment to movement, focus &amp; performance skills</li> </ul>	<b>THEORY AREAS: Learners to write about each area only after experiencing/discussion in the practical class</b> <ul style="list-style-type: none"> <li>• Nutrition &amp; hydration</li> <li>• Reflection on ceremonial South African ceremonial indigenous dance</li> <li>• Revision of all written content terms 1-3</li> <li>• Re-teaching of sections not well understood</li> </ul>	<b>TOPIC 2: IMPROVISATION</b> Improvisation activities to include: <ul style="list-style-type: none"> <li>• Conceptualising a stimulus: Develop movement vocabulary using words, symbols, text, sculptures, images, etc.</li> <li>• Combining dance elements &amp; choreographic structures</li> <li>• Development of movement vocabulary, fusion, and own style</li> <li>• Interpreting a wide range of music genres/accompaniment/spoken word/silence</li> <li>• Developing creativity and confidence</li> <li>• Interpret and abstract a stimulus</li> <li>• Developing problem solving &amp; decision-making skills</li> </ul>	<b>THEORY AREAS: Learners to write about each area only after experiencing/discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Working with others</li> <li>• Combining dance elements, choreographic structures</li> <li>• Describing movements and fusion</li> <li>• Self-reflection on the purpose/value of improvisation, what has been learnt, PAT process and product</li> <li>• Revision of all written content terms 1-3</li> </ul>									
			<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <b>History of the South African indigenous dance taught to include:</b> <ul style="list-style-type: none"> <li>• Origin/s/background history</li> <li>• Area/place it is found</li> <li>• Participants/performers</li> <li>• Outfits/costumes</li> <li>• Music/accompaniment</li> <li>• Recognisable principles, characteristics, style of the dance</li> <li>• Importance of learning the dance</li> </ul>		<ul style="list-style-type: none"> <li>• Re-teaching of sections not well understood/not completed</li> <li>• Re-viewing the dance work studied in term 2: Detailed analysis of the work, movement vocabulary, production elements, music and symbolism used</li> <li>• Completing the glossary of specific terminology used in dance based on topics 1-3 in terms 1-4</li> <li>• Revision of all written content terms 1-3</li> </ul>									
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Understanding and correct application of technique: Safe dance practice</li> <li>• Well-developed and established levels of components of fitness</li> <li>• Correct application of principles, characteristics, style of dance major</li> <li>• Knowledge of popular South African indigenous dance</li> <li>• Confident and creative approach to improvisation</li> <li>• Completion of topic 3 theory</li> </ul>	<b>COMPETENCY FRAMEWORK:</b> <b>At this level, learners should start applying the content knowledge they have acquired in the FET period to apply it to real-life contexts.</b> Teachers should adapt content to real-life scenarios/situations for relevancy. <b>This should show development from term 3, plus address the following areas:</b> <ul style="list-style-type: none"> <li>• Values: Self-learning, positively influencing peers, self-development</li> <li>• Skills: Problem-solving, critical thinking and analysis, able to make discerning judgements</li> <li>• Character and attitude: Reliability, perseverance, working positively, a team player</li> </ul>												
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Video/DVD of the dance work studied in term 2</li> <li>• Marking rubric for practical examinations – to be mediated with learners</li> <li>• Content guidelines for written examination – cognitive levels, format &amp; content of the examination to be mediated with learners</li> </ul>			<ul style="list-style-type: none"> <li>• Sending additional work for learners via WhatsApp to assist in study methodologies</li> <li>• Refer to DBE Examination Guidelines (National Recovery Plan) Dance Studies 2021-2023 for guidance</li> </ul>										

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>INFORMAL ASSESSMENT, REMEDIATION</b>	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>Instructions/corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>Focus on targeted learning – where are the learners now – where do we need to get them to</li> </ul>			<ul style="list-style-type: none"> <li>Can learners link areas across content and topics – high learning skills incorporated into teaching and learning</li> <li>Marking rubric for practical examinations – to be mediated with learners</li> <li>Additional classes after school to provide additional time for the topics as needed/ work not completed by learners</li> </ul>			<b>UNSEEN IMPROVISATION = 20 marks (learners can perform alone or in groups)</b> <ul style="list-style-type: none"> <li>Teachers to provide an unseen stimulus and music/accompaniment for learners to:</li> <li>Interpret, conceptualise, or abstract stimulus</li> <li>Interpret music/accompaniment creatively and with sensitivity</li> <li>Create suitable movement vocabulary in own style with symbolic meaning</li> <li>Dance elements applied and understood</li> <li>Perform with confidence &amp; commitment</li> </ul>			
<b>FINAL END OF YEAR EXAMINATIONS</b>	<b>TASK 5:</b> Written examination = 100 marks Practical examination 100 marks									