

GUIDELINES TO THE 2021 NATIONAL RECOVERY ATPs

DANCE STUDIES Grades 10 – 12



TABLE OF CONTENTS

- **Purpose**
- **Three year recovery plan 2021 – 2023: ATPs based on**
 - Curriculum Circulars
 - Assessment (SBA) Circulars
 - FET Circulars
- **2021 Recovery ATPs - Grade 10 -12 Curriculum and Assessment Requirements**
- **Curriculum Recovery Strategies**
- **Assessment for learning**
- **Amendments to the Content Overview for the Phase**
- **Content areas of curriculum: Amended CAPS Chapter 4 changes**



PURPOSE

To present the **2021 Recovery ATPs**
for Grades 10 – 12 DANCE STUDIES

Three Year Recovery Plan

PRINCIPLES:

- Management of the learning losses and the possible loss of teaching time
- The 2021–2023 ATPs will be based on the revised ATPs developed in 2020
- Learning losses defined as those Learning Outcomes **(Content, Skills & Competencies, Values & Attitudes)** as stated in the Revised ATPs not achieved during the 2020 school year.

2021 Recovery ATPs - Grade 10 -12

Curriculum and Assessment Requirements

	GRADE 10-11	GRADE 12
Trimmed ATPs Circular S2 & S3 (Core Concepts and Skills (Grade 10 -12)	Term 1 - 4 Core Content and Skills	Examination Guidelines Core Content and Skills
	Curriculum Requirements: <ul style="list-style-type: none">Consolidation of Pre-Knowledge and Learning Losses of 2020 (Revision) per Term	
Term 1 SBA	Assessment Requirements: <ul style="list-style-type: none">Implement Abridged Section 4 of CAPS from Grade 10 -11 (Circular S5 of 2019); Grade 12 Circular pendingTo maximise time available for teaching and learning (Assessment For Learning)	
	SBA Abridged Section 4 of CAPS from Grade 10 -11 (Circular S5 of 2019)	SBA Abridged Section 4 of CAPS from Grade 12 (Circular pending)
Term 2 SBA	SBA: Controlled Test	SBA: No June examination
Term 3 SBA	SBA	2021 SBA: Preliminary Exam
Term 4 SBA Promotion & Progression	SBA: End of Year Exam	2021: NSC Exam

Curriculum Recovery Strategies

Strategies	2020	2021	2022	2023
Curriculum Interventions	<ul style="list-style-type: none"> Grade 10 - 11 Curriculum Trimming and reorganisation not grade 12; Accelerated learning programmes Fundamentals 	The Recovery ATPs with design elements to: <ul style="list-style-type: none"> Align to amended 2021 School Calendar Consolidate and/or revise the 2020 work especially in term one of the 2021 academic year Establish pre-knowledge Identify and recover learning losses Entrench Assessment for Learning as a pedagogical approach Enhance deeper learning Align Abridged Section 4 of CAPS from Grade 10-11 (Circular S5 of 2019) 	The Recovery ATPs with design elements to: <ul style="list-style-type: none"> Establish pre-knowledge Identify and recover learning losses Entrench Assessment for learning as a pedagogical approach Enhance deeper learning 	The Recovery ATPs with design elements to: <ul style="list-style-type: none"> Establish pre-knowledge Identify and recover learning losses Entrench Assessment for learning as a pedagogical approach Enhance deeper learning

ASSESSMENT FOR LEARNING

INFORMAL OR DAILY ASSESSMENT: *Amended CAPS Chapter 4 page 4/5*

Assessment for learning could be used for individual school recovery plans and reporting to districts/provincial management

- Informal (assessment **for** learning) or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and the teacher-learner interactions, which may be initiated by either teachers or learners.
- Informal assessment may be as simple as pausing during the lesson to observe learners, or to discuss with them how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.
- Self-assessment and peer assessment actively involves learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded, unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.
- Examples of informal assessment include correction/comments during the dance class, presentations, orals, debates, discussions, viewing and critically responding, learner reflections, journal entries, work book activities, etc.

Amendments to the Content Overview for the Phase


PROMOTION REQUIREMENTS GRADE 10 - 11

ADJUSTED GRADE 10 and 11 ANNUAL PROGRAMME OF ASSESSMENT FOR DANCE STUDIES

<u>SCHOOL BASED ASSESSMENT (SBA)</u>			<u>FINAL EXAMINATION</u>
Internal			Internal
TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK 1 Written Test = 25 marks Evaluation Task = 25 marks 	TASK 2 Controlled written test = 25 marks Controlled practical test = 25 marks	TASK 3 Research Task = 25 marks Evaluation Task = 25 marks	TASK 5 Final Written Examination = 100 marks Final Practical Examination = 100 marks
	TASK 4: Performance Assessment Task (PAT)		
	Practical Section = 50 marks		
	Process = 30 marks	Product = 20 marks	
	Written Section = 50 marks		
	Process = 30 marks	Product = 20 marks	

PROMOTION REQUIREMENTS GRADE 12

ADJUSTED GRADE 12 ANNUAL PROGRAMME OF ASSESSMENT FOR DANCE STUDIES

SCHOOL BASED ASSESSMENT (SBA)						NSC FINAL EXAMINATIONS		
Internal						External		
TERM ONE		TERM TWO			TERM THREE		TERM FOUR	
TASK 1 Written Test = 25 marks Evaluation Task = 25 marks		TASK 2 No examinations/controlled tests			TASK 3 Trials Written Examination = 150 marks Evaluation task: <u>Mock practical examination</u> = 50 marks		TASK 5 Paper 1: Final Written Examination = 150 marks	
TASK 4: Performance Assessment Task (PAT)							Paper 2: Final Practical Examination = 100 marks Done in Term 3	
Practical Section = 50 marks								
Process = 30 marks			Product = 20 marks					
Written Section = 50 marks								
Process = 30 marks		Product = 20 marks						

CONTENT AREAS OF CURRICULUM: Amended CAPS Chapter 4 changes

GRADE 10 – 11 CAPS Chapter 4 changes

TERMS	CHANGES
TERM 1	No changes
TERM 2	<p>NO June examinations only controlled tests</p> <ul style="list-style-type: none"> • Foot care & hygiene not included • Evolution & development of dance not included • GRADE 10: Teachers may select a professional international or South African dance work & choreographer that is not from the prescribed list. This is of importance to schools offering dance majors other than those on the prescribed list such as Hip – Hop, Jazz, Tap, Ballroom, Latin American, etc.
TERM 3	No changes
TERM 4	<p>No changes to final examination mark allocations TASK 5</p> <ul style="list-style-type: none"> • <i>Group dance can be either in the dance major or:</i> <ul style="list-style-type: none"> • GRADE 10: an indigenous popular African dance, e.g. Gumboot, Pantsula, etc. • GRADE 11: an indigenous ceremonial African dance, e.g. Domba, Indlamu, etc. • If an African dance is included in the final practical group dance examination the following is required: <ul style="list-style-type: none"> • YouTube/videos of the actual/authentic dance to be taught to be viewed by learners • Background information as to why this dance is performed to be provided for learners



GRADE 12 CAPS Chapter 4 changes

TERMS	CHANGES
TERM 1	No changes to SBA New CAPS Chapter 4 to be implemented for practical evaluation task & PAT choreography (process mark) <i>Refer to DBE PAT Guidelines 2021</i>
TERM 2	NO June examinations OR controlled tests (teaching time to be maximised for catch up purposes) New CAPS Chapter 4 to be implemented for PAT choreography (product mark) <i>Refer to DBE PAT Guidelines 2021</i>
TERM 3	No changes to SBA NSC Paper 2 examinations to take place between August & September with a maximum duration of 6 weeks. <i>Refer to Revised CAPS Chapter 4 page 10 & 11:</i> Provincial examination departments appoint an external marking panel of a minimum of three markers to include: <ul style="list-style-type: none"> • Provincial internal moderator – Subject Advisor/ Senior Curriculum Planner/ DBE appointed official • Provincial chief marker – lead teachers • Marker(s) – lead teachers/teachers (to include at least one expert in the relevant dance major)
TERM 4	No changes to final examination mark allocations TASK 5 Paper 1: Written examination

Summary: Final Examination Structure: Paper 1

Grade 12 Paper 1 Written Content: Marks: 150 Time: 3 Hours

SECTION A: SAFE DANCE PRACTICE AND HEALTH CARE (possible mark allocations)

Question 1: Injuries (15 Marks)

Could include: Types/causes/prevention/care/treatment/long term implications of an injury

Question 2: Components of Fitness (20 marks)

Could include: defining/developing/enhancing/preventing injury/analysing images

Question 3: *Choice question* Muscles and Anatomical actions (optional 10 marks)

Could include: labelling/recognising/analysing images/identifying/actions

Question 4: *Choice question* General Health Care (10 marks)

Could include: nutrition/hydration/eating habits/body image/mental health/relaxation/concentration

Question 5: Dance Performance (15 marks)

Could include: performance skills & movement quality/technique/principles/conventions & values/commitment/reflecting

Total Section A = 60 Marks

SECTION B: DANCE HISTORY & LITERACY (possible mark allocations)

Question 6: Improvisation and Choreography (25 marks)

Could include: improvisation/dance elements/choreographic structures/music/technology/multidisciplinary works/reflecting/analysing images

Question 7: History of Dance Major (25 Marks)

Could include: evolution/development/characteristics & principles of dance major/comparisons of dance majors/functions of dance/careers/theatre/concert vs cultural dance/symbolism/performance spaces

Question 8: ONE dance work & choreographer: International or South African (40 Marks)

8.1 Choreographer (15 marks)

Could include: background/training/influences/style/characteristics/awards/recognition/ contribution to dance

8.2 Dance work (25 marks)

Could include: synopsis/intent/theme/production elements/music/dance vocabulary/symbolism

Total for Section B = 90 Marks

Contact Details

Phil Manana
CES: Arts Subjects

012 357 4191
Manana.P@dbe.gov.za

