

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
<b>CAPS TOPICS</b>	Dance Performance Dance Theory and Literacy		Dance Performance Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
<b>CONCEPTS, SKILLS AND VALUES</b>	<b>Dance Performance</b> <b>Dance Theory and Literacy</b> <b>Baseline assessment</b> using various activities: <ul style="list-style-type: none"> <li>Knowledge and understanding of safe environment and code of conduct</li> <li>Understanding concepts of locomotor/non-locomotor exercises and examples of each</li> <li>Describing good posture and alignment</li> <li>Basic dance vocabulary</li> <li>Dance elements of space, levels, shape and direction</li> <li>Movement sentences, individually/groups</li> <li>Movement games</li> <li>Group discussions as reflection</li> <li>Educational games</li> <li>Worksheets</li> </ul>		<b>Dance Performance</b> <b>Dance Conventions:</b> Setting a safe environment, conventions for entering, leaving and greeting, code of conduct and dress code for a dance class Introduction to principles of <b>posture and alignment</b> <b>1. Warm up:</b> Walks and runs, interspersed with freezes <b>2. Introduction to floor work</b> for core stability, strength and flexibility – flexing and stretching the feet <b>3. Cooling down</b> with focus on posture and alignment <b>Dance Theory and Literacy</b> Importance of warm-up	<b>Dance Performance</b> <b>Dance Conventions:</b> Continue with appropriate use of space, respect and trust <b>1. Warm up:</b> Continues with focus on principles of posture and alignment <b>2. Floor work:</b> Continues, adding rounding and lengthening of the spine with focus <b>3. Cooling down</b> safely <b>Dance Improvisation and Composition</b> Exploring elements of dance: Use of space, time and energy <b>Dance Theory and Literacy</b> <ul style="list-style-type: none"> <li>Dance terminology</li> <li>Importance of good posture and alignment</li> </ul>	<b>Dance Performance</b> <b>1. Warm up:</b> Continues by exploring variations of shapes <b>2. Joint mobility:</b> Knee bends, rises in parallel <b>3. Small jumps:</b> Preparation for safe landing from movements of elevation/aerial movements (toe-ball-heel-bend), small jumps off two feet <b>4. Cooling down</b> with slow stretches <b>Dance Improvisation and Composition</b> Continues, add exploring with relationships	<b>Dance Performance</b> <b>1. Warm up:</b> Continues by exploring various levels <b>2. Joint mobility:</b> Add outward rotation <b>3. Small jumps:</b> Add simple locomotor movements across the space <b>4. Cooling down</b> with safe, slow stretching <b>Dance Improvisation and Composition</b> Continue exploring elements of dance – use of space: Shape, dimension, levels, direction and pathways <b>Dance Theory and Literacy</b> <ul style="list-style-type: none"> <li>Dance terminology</li> <li>Dance elements of space and time</li> </ul>	<b>Dance Performance</b> <b>1. Warm up:</b> Continues by exploring various directions <b>2. Floor work:</b> Continues, with focus on posture and alignment <b>3. Joint mobility:</b> Add transfer of weight from side to side <b>4. Small jumps:</b> With simple locomotor combinations <b>5. Cooling down</b> with safe, slow stretching <b>Dance Improvisation and Composition</b> Continue exploring elements of dance – focus on time: duration tempo, accents, phrasing using body percussion, stamps, claps <b>Dance Theory and Literacy</b> <ul style="list-style-type: none"> <li>Dance terminology</li> <li>Elements of dance as explored in Dance Improvisation and Composition</li> </ul>	<b>Dance Performance</b> Preparation towards the FAT (Formal Assessment Task). Practise practical class work for the Formal Assessment Task. <b>1. Warm up</b> <b>2. Floor work</b> <b>3. Joint mobility</b> (with transfer of weight) <b>4. Small jumps</b> (with simple locomotor combinations) <b>5. Cooling down</b> <b>Dance Improvisation and Composition</b> Exploring the elements of time and space	<b>Formal Practical Assessment Task (FAT)</b> <b>Dance performance</b> Explore practical class work: <ol style="list-style-type: none"> <li>Warm up</li> <li>Floor work</li> <li>Joint mobility (with transfer of weight)</li> <li>Small jumps (with simple locomotor combinations)</li> <li>Cooling down</li> </ol> <b>Dance Improvisation and Composition</b> Exploring the elements of time and space <b>25 marks assessed with a rubric</b>
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and developing dance technique; understanding of concepts such as warm-up, locomotor and non-locomotor movement, basic understanding of dance elements such as time, force, space, shape, understanding and application towards correct posture and alignment								Preparation towards dance performance during past 8 weeks Performance skills, audience behaviour and theatre etiquette
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. <a href="https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfY1Q1uOZ">https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfY1Q1uOZ</a> Lesson plans: <a href="https://bit.ly/37WlphE">https://bit.ly/37WlphE</a>								Appropriate performance space: Classroom, hall, stage, etc. / CD player Video camera / cell phone camera (optional)
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.								
	Workbook: Mind map on code of conduct in the dance class – discussion, negotiation and ideas for generating a class poster	Workbook: Mind map/ worksheet/ diagram on elements of dance explored in previous phase	Observation, side coaching and direction by teacher to introduce new principles and practical work Workbook: Journal/ worksheet on the importance of warm-up	Observation, side coaching and direction by teacher to introduce new principles and practical work. Workbook: Reflection on new dance terminology and the importance of good posture and body alignment by means of journal/ worksheet/ mind maps, etc.	Observation, side coaching and direction on safe landing, jumps, etc.	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: Explore dance elements by means of a diagram/ worksheet/ mind map, etc.	Teacher guidance towards dance performance Peer assessment on locomotor movement combinations and application of dance elements – worksheet for peer assessment	Rehearsal, directing by teacher and peers towards polished dance performance. Workbook: Worksheet for reflection on dance performance	Classroom discussion and critical reflection using dance terminology learnt during past weeks
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal Assessment Task: Dance Performance</b>								

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 7 (TERM 2)

TERM 2	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9-10	WEEK 11
<b>CAPS TOPICS</b>	<b>Dance Performance</b> <b>Dance Theory and Literacy</b>	<b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b>	<b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b>	<b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b>	<b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b>	<b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b>
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Dance Performance</b></p> <p>Consolidation of term 1 work</p> <p><b>1. Warm up:</b> Focus on posture and alignment</p> <p><b>2. Floor work:</b> Continue from previous term, focusing on core stability, flexibility and strength – flexing and stretching of feet</p> <p><b>3. Jumps:</b> Continue from term 1, small jumps off two feet, focusing on safe landing</p> <p><b>4. Cooling down</b> with safe, slow stretching</p> <p><b>Dance Theory and Literacy</b></p> <p>Dance terminology</p> <p>Importance of cooling down</p>	<p><b>Dance Performance</b></p> <p><b>1. Warm up:</b> Use locomotor movements with freezes and incorporate use of direction, space and levels</p> <p><b>2. Floor work:</b> Add inward and outward rotation from the hips and transference of weight – backwards and forwards</p> <p><b>3. Jumps:</b> Add arm movements to develop mobility, coordination and control</p> <p><b>4. Cooling down</b> continue with focus on breathing and using good posture and alignment</p> <p><b>Dance Improvisation and Composition</b></p> <p>Improvise using element of force – flow of energy</p> <p><b>Dance Theory and Literacy</b></p> <p>Dance terminology</p> <p>Element of force and energy</p>	<p><b>Dance Performance</b></p> <p><b>1. Warm up:</b> Gradually develop warm-up routine and focus on posture and alignment</p> <p><b>2. Floor work:</b> Continues with strengthening and mobility exercises for feet, legs and hips</p> <p><b>3. Jumps:</b> Add change of direction</p> <p><b>4. Turns:</b> Introduce turning movements</p> <p><b>5. Cooling down</b> with stretching, focusing on relaxation and breathing</p> <p><b>Dance Improvisation and Composition</b></p> <p>Improvise using element of force – opposites (smooth and jerky movements)</p> <p><b>Dance Theory and Literacy</b></p> <p>Dance terminology</p> <p>Importance of spotting during turning movements</p>	<p><b>Dance Performance</b></p> <p><b>1. Warm up:</b> Add arm movements to develop control and mobility</p> <p><b>2. Floor work:</b> Continues with strengthening of abdominal and spinal muscles</p> <p><b>3. Turns:</b> Introduce spotting during turning movements</p> <p><b>4. Short movement sequence</b> using travelling/locomotor steps and small jumps</p> <p><b>5. Cooling down</b> through relaxation and slow stretching while sitting</p> <p><b>Dance Improvisation and Composition</b></p> <p>Improvise with focus on relationships to the floor, other dancers and props</p> <p><b>Dance Theory and Literacy</b></p> <p>Dance terminology</p> <p>Reflect on working with others</p>	<p><b>Dance Performance</b></p> <p>Preparation towards the FAT (Formal Assessment Task)</p> <p>Practise practical class work for the Formal Assessment Task</p> <p><b>1. Warm up</b></p> <p><b>2. Floor work</b></p> <p><b>3. Turns</b></p> <p><b>4. Jumps</b></p> <p><b>5. Short movement sequence</b></p> <p><b>6. Cooling down</b></p> <p><b>Dance Improvisation and Composition</b></p> <p>Exploring the elements of time, space and force (as covered in term 1 to 2)</p> <p><b>Dance Theory and Literacy</b></p> <p>Consolidate and complete all work covered in term 1 to 2, in preparation of written assessment</p>	<p><b>Practical and written formal assessment</b></p> <p><b>Practical Formal Assessment</b></p> <p><b>Dance Performance</b></p> <p>Explore practical class work:</p> <p><b>1. Warm up</b></p> <p><b>2. Floor work</b></p> <p><b>3. Turns</b></p> <p><b>4. Jumps</b></p> <p><b>5. Short movement sequence</b></p> <p><b>6. Cooling down</b></p> <p><b>25 marks assessed with a rubric</b></p> <p><b>Written Formal Assessment</b></p> <p>(Work from term 1 and 2)</p> <p><b>Dance Performance</b></p> <p><b>Dance Improvisation and Composition</b></p> <p><b>Dance Theory and Literacy</b></p> <ul style="list-style-type: none"> <li>• Dance conventions</li> <li>• Terminology</li> <li>• Elements of Dance</li> <li>• Dance literacy</li> <li>• Self-reflection</li> </ul> <p><b>Cognitive levels:</b></p> <p>Lower order: 30%</p> <p>Middle order: 40%</p> <p>Higher order: 30%</p> <p><b>25 marks assessed with a memorandum</b></p>
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and developing dance technique, understanding of concepts such as warm-up, locomotor and non-locomotor movement travelling, basic understanding of dance elements such as time, force, space, shape, understanding and application towards correct posture and alignment to strengthen control and mobility					Preparation towards dance performance during past 9 weeks
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop					Appropriate performance space: classroom, hall, stage, etc. / CD player
	Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc.					Video camera / cell phone camera (optional)
	<a href="https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QFYQ1uOZ">https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QFYQ1uOZ</a>					
	Lesson plans: <a href="https://bit.ly/3qjM0m3">https://bit.ly/3qjM0m3</a>					

TERM 2	WEEK 1-2	WEEK 3-4	WEEK 5-6		WEEK 7-8	WEEK 9-10	WEEK 11	
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Observation, side coaching and direction by teacher – revision of term 1 principles and practical work.  Workbook: Journal/ worksheet on the importance of cooling down	Practical and in workbook: Mind map/ worksheet/ diagram/ educational games on elements of dance explored in previous term	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: Reflection by means of journal on elements of dance such as force and energy	Observation, side coaching and direction on safe landing, jumps, turns, eye focus, etc.	Workbook: Reflection on new dance terminology and elements of dance through worksheet/ diagram/ mind map/ puzzles/ journal, etc.	Teacher guidance towards dance performance through observation, side coaching and direction on safe landing, jumps, turns, eye focus, etc.  Workbook: Reflection on working with others through journal.	Rehearsal, side coaching, guidance by teacher and peers towards polished dance performance.  Peer assessment on movement sequence – worksheet for peer assessment
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal Assessment Task: Dance Performance and Written Assessment</b>							

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 7 (TERM 3)

TERM 3	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9	WEEK 10-11				
<b>CAPS TOPICS</b>	Dance Performance Dance Theory and Literacy	Dance Performance Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition				
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Dance Performance</b> Consolidation of term 1 and 2 work <b>Dance Conventions</b> should be established.</p> <p><b>1. Warm up:</b> Reflect on term 2, focus on using locomotor movements to explore space, direction and levels <b>2. Floor work:</b> Focus on core stability, flexibility and articulation of the feet <b>3. Turns:</b> Revise turning movement while spotting <b>4. Small jumps:</b> Off two feet with focus on safe landing <b>5. Combination of locomotor movements</b> with coordinating arms <b>6. Cooling down</b> as in term 2, focus on breathing and stretching while sitting</p> <p><b>Dance Theory and Literacy</b> Dance terminology Discussion on how movements convey meaning</p>	<p><b>Dance Performance</b> <b>Warm up:</b> Add knee bends and rises on two feet</p> <p><b>1. Floor work:</b> Continue and increase the mobility of the ankles, knee and hip joint, as well as strengthening of the feet and legs <b>2. Turns:</b> Half turns while spotting, exploring the importance of eye focus and eye contact <b>3. Small jumps:</b> Off two feet landing safely on one foot <b>4. Cooling down</b> through breathing techniques for relaxation and stretches</p> <p><b>Dance Theory and Literacy</b> Dance terminology – new words Study two different dance styles, e.g. hip hop/ ballroom/ African/ ballet and discuss the differences and similarities</p>	<p><b>Dance Performance</b></p> <p><b>1. Warm up:</b> Add arm coordination <b>2. Floor work:</b> Continues by adding strengthening exercises for the feet and legs <b>3. Turns:</b> Add full turns while spotting <b>4. Small jumps:</b> Jumping off one foot, landing on one foot</p> <p><b>Learning a short South African dance</b>, e.g. gumboot, nama stap, amapiano, pantsula, etc. <b>5. Cooling down</b> with focus on breathing and leg stretches while lying down</p> <p><b>Dance Improvisation and Composition</b> Learners respond to different stimuli: Themes, ideas, stories, pictures, etc. using eye contact/focus</p> <p><b>Dance Theory and Literacy</b> Dance terminology Self-reflection on response to stimuli</p>	<p><b>Dance Performance</b></p> <p><b>1. Warm up:</b> Add good use of posture and alignment <b>2. Floor work:</b> Strengthening of abdominal and spinal muscles <b>3. Turns:</b> Half and full turns while spotting, using eye contact and focus <b>4. Jumps:</b> With focus on safe landing <b>5. Learning a short South African dance</b>, e.g. gumboot dance, nama stap, amapiano, pantsula, etc. <b>6. Cooling down</b> with focus on breathing and relaxing while stretching</p> <p><b>Dance Improvisation and Composition</b> Use pictures – explore moods/ emotions Learners improvise in groups using stimuli: Themes, ideas, stories, pictures, etc. using eye contact/focus</p>	<p><b>Dance Performance</b> Preparation towards the FAT (Formal Assessment Task).</p> <p><b>Dance Improvisation and Composition</b> Composition of movement sequence based on stimulus</p>	<p><b>Formal Practical Assessment Task (FAT)</b> <b>Dance Performance</b> <b>Dance Improvisation and Composition</b> Composition of movement sequence based on stimulus <b>25 marks assessed with a rubric</b></p>				
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and developing dance technique, understanding of concepts such as warm-up, locomotor and non-locomotor movement, basic understanding of different dance styles, understanding and learning of a short South African Dance				Preparation towards dance performance during past 9 weeks Performance skills, audience behaviour and theatre etiquette					
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. <a href="https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfY1Q1uOZ">https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfY1Q1uOZ</a> Lesson plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>				Appropriate performance space: Classroom, hall, stage, etc. / CD player Video camera / cell phone camera (optional)					
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.									
	Workbook: Revise dance elements and techniques from term 1 and 2 through mind maps/ worksheets/ puzzles/ questionnaires/ educational games, etc.	Observation, side coaching and direction by teacher to continuously improve technique Class/group discussions as reflection on how movements convey meaning	Observation, side coaching and direction on safe landing, spotting, jumps, etc. Workbook: Research on different dance styles by means of visual aids such as magazines/ newspapers/ digital resources etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Reflect and compare two dance styles (similarities and differences) by means of worksheet/ questionnaires/ journal, etc.	Observation, side coaching and direction by teacher on learning South African dance steps and style Workbook: Explore new dance terminology through mind maps/ worksheet/ questionnaire/ diagram, etc.	Observation, side coaching and direction by teacher on learning South African dance steps and style Workbook: Reflect by means of journal on personal response to stimuli in practical class	Teacher guidance towards dance performance. Peer assessment on dance improvisation and composition – worksheet/ questionnaire/ diagram, etc.	Rehearsal, side coaching and guidance by teacher and peers towards polished dance performance Workbook: Reflection by means of journal on dance improvisation and composition	Rehearsal, side coaching, guidance by teacher and peers towards polished dance performance	Classroom discussion and critical reflection using dance terminology learnt during past weeks
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal Assessment Task: Dance Performance</b>									

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 7 (TERM 4)

TERM 4	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9-10			
<b>CAPS TOPICS</b>	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy			
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Dance Performance</b> Consolidation of work done in Term 1 to 3. <b>Revise practical classwork</b> as taught in term 1 to 3 by reflecting on the term 3 Formal Practical Assessment Task.</p> <p><b>Dance Theory and Literacy</b> Revision of dance theory and literacy from term 1 to 3.</p>	<p><b>Dance Performance</b> Mastery of the dance technique from the previous terms. Mastery and performance of a short group/individual dance.</p> <p><b>Dance Theory and Literacy</b> Reflect on the short dance performance in topic 1.</p>	<p><b>Dance Performance</b> Mastery of dance technique.</p> <p><b>Dance Improvisation and Composition</b> Composition in small groups (3 to 4 dancers/individuals) of a short dance sequence based on a South African picture, photograph or theme.</p> <p><b>Dance Theory and Literacy</b> Reflection on own dance experiences.</p>	<p><b>Dance Performance</b> Mastery of dance technique in preparation of the Formal Practical Assessment. Mastery and performance of a short group/individual dance.</p> <p><b>Dance Improvisation and Composition</b> Composition in small groups (3 to 4 dancers/individual) of a short dance sequence based on a South African picture, photograph or theme.</p> <p><b>Dance Theory and Literacy</b> Dance theory and dance terminology covered from term 1 to 3 in preparation of Formal Written Assessment.</p>	<p><b>Practical and Written Formal Assessment: Examination</b> <b>Practical Formal Assessment</b> <b>Individual/Dance group performance – improvisation and composition:</b> Mastery and performance of a short dance sequence based on a South African picture, photograph or theme <b>25 marks assessed with a rubric</b></p> <p><b>Written Formal Assessment</b> (Work from term 3 and 4) <b>Dance Performance</b> <b>Dance Improvisation and Composition</b> <b>Dance Theory and Literacy</b></p> <ul style="list-style-type: none"> <li>• Dance conventions</li> <li>• Terminology</li> <li>• Elements of dance</li> <li>• Dance styles</li> <li>• Dance literacy</li> <li>• Self-reflection</li> </ul> <p><b>Cognitive levels:</b> Lower order: 30% Middle order: 40% Higher order: 30% <b>25 marks assessed with a memorandum</b></p>			
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and developing Dance technique; understanding of concepts such as warm-up, locomotor and non-locomotor movement; basic understanding of Dance elements explored; understanding and mastery of correct posture and alignment; mastery of dance technique; reflection on own compositions/choreography.							
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. <a href="https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfYQ1uOZ">https://drive.google.com/open?id=11rxJEBmORUqZH7t4iGHjTr8QfYQ1uOZ</a> Lesson plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a>							
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Observation, side coaching and direction by teacher to continuously improve technique. Workbook: Reflect on term 3's final dance performance (movement sequence based on a stimulus) by means of journal/ worksheet	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Revise dance terminology, techniques and skills from previous terms through mind maps/ worksheets/ diagrams/ questionnaires/ educational games, etc.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: Reflect on dance performance by means of journal or worksheet	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Reflect on own dance experience through journal	Observation, side coaching and guidance towards dance performance Peer reflection on dance sequence through worksheet/questionnaire.	Rehearsal; directing by teacher and peers towards polished dance performance Workbook: Reflection by means of journal on final dance performance	Classroom discussion and critical reflection using dance terminology learnt during the past year
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Formal Assessment Task: Dance Performance and Written Assessment</b>							