



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **DANCE STUDIES**

## **GUIDELINES FOR PERFORMANCE ASSESSMENT TASKS**

**2018**

**These guidelines consist of 11 pages.**

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**NOTE:** This 2018 DBE National PAT document is to be applied in all provinces without adjustments to marking/assessment criteria as per national moderation requirements.

## 1. INTRODUCTION: PAT COMPLIANCE REGARDING NSC FINAL RESULTS

This document should be used to standardise the PAT implementation and process across provinces. There are two PATs in Dance Studies, each constituting 50 marks and together forming the final PAT mark of 100 marks, which is a quarter (25%) of the final year mark.

TERM 1	TERM 2	TERM 3	PAT YEAR MARK
PAT 1: 50 marks	PAT 2: 50 marks	Completion of any outstanding PATs	100 marks

## 2. PURPOSE AND BENEFITS OF THE PATs

What is a PAT? It is a Task that allows the learner to demonstrate the application of acquired practical and knowledge skills.

The difference between a PAT and a practical examination is that a PAT is the application of acquired knowledge in a given scenario, whereas a practical examination tests/assesses learners' practical technical ability.

Dance as a performing art needs to be experienced not only in the classroom and examination room, but also in productions, where possible, and should not be restricted to stage performance only. Performance enhances the standard of dance technique and quality.

The PATs are included to allow learners to demonstrate acquired skills and developed talents over and above those taught and demanded through dance technique. These include:

- **Critical thinking:** How to use music/accompaniment/production elements/choreographic structures/performance spaces/technology/mixed media, etc. to enhance a dance work.
- **Creative thinking:** The ability to develop an idea through research/improvisation/exploration/abstraction/interpretation from a starting point into a complete dance work/make meaning of movement.
- **Problem-solving:** Managing themselves and others/finding creative resolutions to problems/implementing corrections for improvement/managing time constraints and meeting deadlines.
- **Leadership and team work:** Life skills such as commitment/focus/planning/preparation/time management, etc. are experienced in real-life situations.

The purpose of the PAT is to provide learners with opportunities to demonstrate their own personal application of skills, knowledge, attitudes and values acquired over the period of studying Dance Studies. The written component of the PATs allows the learner to deepen content knowledge and understanding of the subject as a whole. Engaging in the various PATs exposes the learner to additional experience beyond that of learning dance technique, enhancing the learner's understanding in analysing and interpreting dance works and choreographic styles/structures/dance elements/performance quality and allowing the application of their knowledge in specific individual/personal scenarios. The PATs allow learners to demonstrate higher-order skills such as critical and creative thinking and problem-solving.

### 3. PAT IMPLEMENTATION

- The TWO Grade 12 PATs should be conducted during the first two terms of the school year and can be done in any order.
- Each learner should be given a copy of the PAT Learner Instructions. The teacher may decide to enhance the guidelines by providing a detailed learner brief. It may include reference pages to the textbook/performance dates/deadlines.
- The marking criteria should be provided to the learners as part of the learner brief to guide their planning and preparation.
- A designated journal for the written content of the process and product of the PATs should be produced for moderation.
- The written work must be a personal account/own experiences in relation to the PATs and should not consist of pages rewritten from the textbook.
- Written work must be read, corrected, commented on, dated and signed throughout the term. Learners need on-going feedback. Written tasks must not be left until the last minute. The brief should space out written tasks throughout the term, indicating deadlines for submission of tasks.
- The PATs can be done as a public performance/school performance/assembly or in the dance room. They could be performed in either a conventional or non-conventional performance space.
- The planning for the use of production elements/marketing strategies by each learner should not be limited to their actual performance. Learners must be encouraged to design/create/conceptualise what they would use in a production if they had an unlimited budget. Creativity/originality is required in this component.
- The teacher may give preliminary marks for aspects and corrective guidance to improve during the process, but the final mark is that which is presented at the end of the PAT on the final submission date.

### 4. ABSENCE/NON-SUBMISSION OF PATs

Should the PATs not be completed, learners will receive an incomplete result, which will prevent them from matriculating.

### 5. DISABILITY/ILLNESS/INJURY

- A learner with a disability enrolled at the start of this subject will be examined within their performance abilities and will not be discriminated against in any way.
- An able-bodied learner who suffers serious illness or injury in their Grade 12 year can be extended a similar dispensation.
- However, any changed status in performance ability with regards to a learner with previous good health is required to be made to the provincial directorates for the necessary consideration and approval. Relevant evidence and testimony from a reliable medical practitioner/professional must be submitted in order for this to be approved.
- Note that pregnancy is neither an illness nor an injury. Pregnant learners may be permitted to present their PAT assessment(s) earlier or later in the year.

## 6. ASSESSMENT AND MODERATION OF PATS

- The PATs are internally set, internally assessed and externally moderated.
- The teacher monitors the development of the PATs during class and conducts the formal assessment with a peer teacher, where possible, to ensure an objective opinion.
- **Each learner is assessed individually** on their own contribution and participation in class – i.e. the process and the final performance/outcomes of the PATs.
- Learners must be informed in advance of the marking criteria for the PATs.
- Assessment should allow for different types of learning, taking into consideration learning barriers.
- Assessment should be conducted on a regular basis, allowing for assessment of skills that would not be assessed in a formal test or examination.
- Schools should ensure that all learners complete both PATs within the given period.
- Extended opportunities should only be allowed in accordance with policy.
- Moderation is essential for quality assurance and should take place on a regular basis.
- External moderation may take place during the year or at the same time as the final practical external examination.
- Each province will determine their own moderation process.
- Learner journals/evidence of the process once the PATs are completed should be kept by the teacher for submission for provincial/DBE moderation.
- A DVD of the Choreography and Group Dance PATs must be submitted for external moderation.

## 7. LIST OF RESOURCES NEEDED FOR THE PATs

- Learner's Book: *Grade 12 Excellent Dance Studies textbook* – PAT content
- Teacher's Guide: *Grade 12 Excellent Dance Studies textbook* – Teaching methodologies
- CDs, a collection of suitable music and musical instruments, music system
- Literature/Articles/Textbooks on dance (books, magazines, the Internet)
- Access to research information on topics to be covered in the learner choreographies, e.g. books, magazines, newspapers, the Internet
- Reference books such as *Dance Studies: Teaching Improvisation, Choreography and Production* (WCED 2009 – available from Edumedia)
- Repertoire for the chosen dance genre in PAT 2
- Props, costumes, performance venue and other production elements, if available
- Video camera/cellphone camera to record the group dances and the choreographies

## 8. TEACHER GUIDELINES FOR PAT 1

Each learner should choreograph a **2 – 3 minute** dance work with three or more dancers. It is preferred that each learner choreograph his/her own dance, but it is acceptable for learners to work together on one choreography, provided that each learner contributes equally and can show his/her individual contribution. The teacher needs to monitor this and individual contributions should be explained in each learner's journal.

- Teachers should have a lesson plan to indicate how they will include practical work in class, oral discussions, and reading, writing and reflection each week for the **time stipulated** in the CAPS document for Topic 2.
- The teacher could make use of PowerPoint presentations/visuals/YouTube clips, etc. to inspire learners in this area, as well as guide them further/expose learners to choreographic methodology.
- Tasks should be clearly outlined so that learners have time for learning experiences to demonstrate achievement of content, concepts and skills at a deep/meaningful level of understanding.
- The scaffolding of activities should show development of learner confidence/knowledge and understanding in gradual steps towards the completion of their own composition.
- Learners require sufficient time to successfully conceptualise choreography of a dance work from its initial stages to completion.
- This PAT should not be given to learners to do unsupervised/on their own/outside of the school timetable.

### 8.1 TIME FRAME

- This PAT should be conducted in Term 1 or 2, allowing 8 – 10 weeks to complete the whole task.
- Prior preparation could have started in Term 4 of Grade 11.
- One lesson per week should be allocated to this PAT in the school timetable and should include both practical and written aspects.
- Additional time during intervals and after school may be organised between the teacher and learners for feedback and individual attention. This will allow the teacher continuous assessment and to give feedback and guidance for improvement.
- The final assessment date must be provided in advance.

### 8.2 GUIDING THE LEARNERS' PRACTICAL AND WRITTEN JOURNAL

- **Learners should be inspired.** Assist learners by providing **visual stimuli** that learners may not be aware of/don't have access to, to instil creativity. Provide a guiding framework on how to approach this PAT with enthusiasm and vigour.
- The teacher can decide whether to group Grade 12 dance learners in groups of **3 – 6 learners** or whether the learner(s) can select to work independently.
- Teachers should emphasise that the dance work should not exceed **3 minutes** because of time constraints at school. (Quality should be stressed over quantity. It is a skill to be able to select the most relevant material developed over the planning/improvisation process and to use this in the final product.)

- Teachers may assist in providing a selection of music for learners/groups to choose from if they are unable to find their own music. Many learners will not have access to a wide range of suitable music. Teachers may also assist in the final selection, fading, cutting and collection of music for final assessment and moderation.
- Teachers will be able to assess each learner's contribution, effort and skills through observation as he/she moves around the class from group to group. It is important to understand and know your learners and develop their particular strengths.
- Teachers should intervene if learners are 'hangers-on' and do not contribute fully in their group.
- Every member of the group should have the opportunity to step out at times to observe progression and provide relevant feedback for improvement.
- Teachers should have regular critique sessions during which learners discuss the PAT in a constructive way.
- Teachers are responsible for managing learners after school hours/sharing time for the use of venues/equipment, etc. and ensuring their safety.
- The one-page programme note should be used when marking the final performance to verify relevance, meaning and understanding of a synopsis/intent/idea in this particular format.
- **A declaration of authenticity** should be pasted into each learner's journal, guaranteeing the work is the learner's own and that the teacher has witnessed it being rehearsed. Any form of plagiarism will be awarded a zero mark.

## 9. TEACHER GUIDELINES FOR PAT 2

- This PAT will be choreographed by the teacher/professional choreographer or repertoire can be used from a professional dance work.
- Learners may not choreograph any part of this PAT.
- The focus is to develop and expand the learners' technical and performance skills.

### 9.1 TIME FRAME

- This PAT can be done in Term 1 or 2.
- It should take 8 – 10 weeks to complete. Small sections should be taught weekly to allow learners time to learn and perform technical movements correctly.
- One lesson per week should be allocated to this PAT during the school timetable and should include both practical and written sections.
- Additional time during intervals and after school may be organised between the teacher and learners for feedback and individual attention.
- The final assessment date must be provided in advance.

### 9.2 STRUCTURE OF THE GROUP DANCE

- The group dance must be set in the dance major that will be performed in the final practical examination. No mixing of styles is permitted.
- Each group dance should be approximately **3 minutes** long with **3 – 6 learners** per group.
- It should be set at the highest level of complexity that the learners can manage and challenge their ability. This will strengthen and develop their technique and enhance their performance quality.

- The learners should be made aware of:
  - Spatial awareness/working with others in space
  - Transitions
  - Patterning and timing
  - Sensitive/expressive interaction with other dancers/partnering
  - Eye contact/focus/projection/presence
  - Variations in dynamics and building an atmosphere/energy
  - Musicality

### 9.3 GUIDING THE LEARNERS' PRACTICAL AND WRITTEN JOURNAL

- Learners must receive the marking criteria when they start this PAT.
- The written work must be a personal account/own experiences in relation to the PAT and should not consist of pages rewritten from the textbook.
- Production/Community dance project planning: Each learner will choose or be allocated a production organisational role. They will be required to work as a team to ensure that their various tasks contribute to a successful production/community dance project.
- Each learner is expected to produce a one-page written report documenting the type of production/community dance project, his/her task and involvement in the process and reflection on how successful the outcome would be depending on the group's planning. Examples of roles in the group include:
  - Fundraiser
  - Financial planner
  - Marketing manager
  - Public relations manager
  - Booking of venue and technical equipment
  - Front-of-house management
  - Any other
- Each learner is required to design **marketing** materials for the production/community dance project (a copy placed in the journal), choosing ONE from the list below:
  - Poster
  - Flyer
  - Press release
  - Radio/television interview
  - Website page
  - Any other

### 9.4 ASSESSMENT AND MODERATION

- Each learner is marked individually on their contribution and participation in class and the final performance.
- Teachers must produce a DVD of each group's final PAT performance.
- Each learner should produce a written report documenting his/her tasks and involvement in processes and reflecting on the outcome of the production.



## 10. INSTRUCTIONS TO LEARNERS

The TWO PATs are worth 25% of your final Grade 12 mark for Dance Studies and should be taken seriously.

### BRIEF FOR THE PATs

Your teacher will provide you with a detailed written brief at the start of Term 1 and 2, outlining the following:

- The steps you will follow for the process of the PATs
- Timelines/Dates for completion/submission of tasks
- The assessment criteria
- The mark sheet that will be used for your two PAT assessments

#### 10.1 PAT 1: Choreographic Performance Task

- This PAT must be completed in either Term 1 or Term 2.
- Failure to complete this PAT will result in an incomplete year mark. You will then have to redo this section as a supplementary assessment before the end of March in 2019.
- You will have ONE lesson per week during school time to work on this PAT.
- You need to make additional time each week in order to present a meaningful PAT choreography.
- You are required to keep a journal separate to your task book for the PATs.
- You will complete a 2 – 3 minute group dance.
- This PAT will also test your ability to work in a team and show leadership qualities.
- You should have a signed declaration of authenticity pasted into your journal as proof that this is your own work. Plagiarism will not be accepted and will result in a zero mark.
- You need to have a copy of the final marking requirements in order to complete the PAT successfully.
- Most importantly, take this opportunity to develop your creativity, innovativeness and originality. Individuality is something to be celebrated.

#### SUMMARY OF CONTENT TO BE COVERED FOR PAT 1

- The ability to put a thought process into a concrete concept for evaluation, using:
  - Research/Investigation/Experimentation/Debate/Collaboration of ideas
  - Improvisation/Exploration/Abstraction/Symbolism used in dance performance
  - Own individual interpretation/creativity of a given idea/theme/story
  - Ability to justify own concepts in the process of the final product
- Writing about the PAT process, to include:
  - Improvisation
  - Movement vocabulary/fusion of dance forms/own dance form
  - Dance elements
  - Choice of music for dance
  - Choreographic structures
  - Designing production elements for your dance work
  - Designing a one-page programme note
  - Reflection

- You will be assessed on the process/development of your choreography with regards to:
  - Commitment: regular attendance and participation during/outside school hours
  - Experimentation: the use of improvisation to create new/original innovative movement vocabulary/selection of music
  - Creative input into the composition: coming up with new ideas/preparedness/research/risk taking/contact work, etc.
  - Teamwork: ability to follow instructions/focus/commitment/resolving conflicts
  - Leadership: preparedness/responsibility/focus/developing strategies for improvement

## 10.2 PAT 2 Group Dance Performance Task

- This PAT will be choreographed by your teacher/professional choreographer or repertoire can be used from a professional dance work.
- You may NOT choreograph any part of this PAT.
- The aim is to develop and expand your technical and performance abilities.
- This PAT may be done as a public performance or in a classroom environment.
- This PAT can be done in Term 1 or 2.
- It should take 8 – 10 weeks to complete.
- One lesson per week should be allocated to this PAT in the school timetable and should include both practical and written sections.
- Additional time during intervals and after school may be organised between the teacher and learners for feedback and individual attention.
- You need to have a copy of the final marking requirements in order to complete the PAT successfully.
- The group dance will be set in your dance major that will be performed in the final practical examination. No mixing of styles is permitted.
- Each group dance should be approximately **3 minutes** long with **3 – 6 dancers** per group.
- It should strengthen and develop your technique and enhance your performance quality.
- The following areas should be considered when performing the group dance:
  - Spatial awareness/working with others in space
  - Transitions
  - Patterning and timing
  - Sensitive/Expressive interaction with other dancers/partnering
  - Eye contact/Focus/Projection/Presence
  - Variations in dynamics and building an atmosphere/energy
  - Musicality
- You will need to keep a journal for the written content of the PAT and the design of a marketing strategy.
- The written work must be a personal account/own experiences in relation to the PAT and should not consist of pages rewritten from the text book.

## SUMMARY OF CONTENT TO BE COVERED FOR PAT 2:

- **Production/community dance project planning.** You will choose or be allocated a **production organisational role**. You will be required to work as a team to ensure that your various tasks contribute to a successful **production/community dance project**.
- You will produce a one-page written report documenting the type of production/community dance project, your task and involvement in the process and reflecting on how successful the outcome would be depending on your group's planning. Examples of roles include:
  - Fundraiser/Financial planner
  - Marketing manager
  - Public relations manager
  - Booking of venue and technical equipment
  - Front-of-house management
- You are required to design **marketing** materials for the production/community dance project (with a copy placed in the journal), choosing one from the list below:
  - Poster/Flyer
  - Press release
  - Radio/television interview
  - Website page

## CONCLUSION

Upon completion of the practical assessment tasks learners should be able to demonstrate their understanding of:

- Improvisation and developing their own movement vocabulary
- Choreographic skills
- Their dance major and safe dance practice
- Performance skills
- The dance industry and career opportunities
- Production elements and marketing

The PATs will enhance learners' knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges.

The PATs furthermore develop learners' life skills and provides opportunities for learners to engage in their own learning