



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM
STATEMENT
GRADES 10-12**

**SUBJECT:
DANCE STUDIES**

**TEACHER TRAINING MANUAL
2006**

CONTENTS

PROGRAMME	2
SESSION 1 –	
Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	3
SESSION 2 –	
Introducing the Subject Statement	5
SESSION 3 –	
Planning for teaching subjects in the NCS	13
SESSION 4 –	
Annual assessment plan	17
WORKSHEETS	21
APPENDICES	25

5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TIME	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	Registration and Plenary, Introduction of training participants	8.30-10.00	Mon AM
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
2. Introducing the Subject Statement	Introduction	10.30-13.00 14.00 - 18,00	Mon PM – Tues PM
	Subject Content and Approach		
	Conclusion / Wrap-up		
3. Planning for teaching subjects in the NCS	The Planning Cycle	8.30 -13.00 14,00 - 18.00	Wed
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11	8.30-10.00	Thurs
4. Annual assessment plan	Introduction	11- 13,00 14.00- 18.00	Thurs
	Annual assessment plan		
	Conclusion / Wrap-up		

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants

FORM OF ACTIVITY: Introductions

ACTIVITY 2: Overview of the week of training / documents provided / house rules

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (PowerPoint)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

ACTIVITY 3: Introduction to the NCS and NSC

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion, PowerPoint presentation

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals on Worksheet 1
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector, a hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

ACTIVITY 4: Requirements for Higher Education study

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes (Worksheet 2)

SESSION 2 – Introducing the Subject Statement (20 hours)

ACTIVITY 1: Introduction to DANCE STUDIES (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Slide presentation, a hard copy of each supporting policy relevant to the subject

CONTENT:

1. Overview of the subject: (this is found in the NCS Dance Studies Subject Statement pp.9-10)

DEFINITION	PURPOSE	SCOPE
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Refer to page 9.	Refer to page 9.	Refer to pages 9 and 10.
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Learning Outcome 1

Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions. (for ASs refer to p.15 in NCS)

Learning Outcome 2

Develop Dance Technique and Style

The learner is able to develop practical skills in techniques and styles for dance performances in own dance major. (for ASs refer to p.17 in NCS)

Learning Outcome 3

Reflect on Dance Theories

The learner is able to reflect on music, dance histories in past and present contexts, and health care. (for ASs refer to p.19 in NCS)

Learning Outcome 4

Demonstrate Indigenous Dances of Many Cultures

The learner is able to demonstrate skills in and knowledge of cultural dance forms other than own dance major. (for ASs refer to p.21 in NCS)

LINK BETWEEN DANCE STUDIES AND THE CRITICAL AND DEVELOPMENTAL OUTCOMES

Refer participants to Worksheet 3-

- Study the table of COs and DOs provided and complete the table by recoding the appropriate LOs and ASs from Dance Studies next to each CO and DO
- See p.12 of the LPG for Dance Studies for possible responses

2. **Brief overview of subject developments**

Highlight new content.

3. **Incremental implementation of the DANCE STUDIES curriculum for Grades 10 to Grade 12**

2006 = Grade 10

2007 = Grade 11

2008 = Grade 12

National Senior Certificate will be issued to the successful candidates/learners of 2008.

4. How the Assessment Standards for DANCE STUDIES give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the verbs and the nouns contained in each Assessment Standard give a general indication of the skills and knowledge to be displayed by learners when engaging in an activity related to that Assessment.

Here is one example:

	LO 1 (AS 1)	LO 2 (AS 1)	LO 3 (AS 1)	LO 4 (AS 1)
Skills (<i>do</i>)	Demonstration	Analyse and Apply	Write about and Discuss	Creating and presenting
Knowledge (<i>Content</i>)	Improvisation	Safe Dance practice	Composers, selection and style	Indigenous dance motifs and steps
Values and attitude (<i>behaviour</i>)	Spontaneity and confidence	Healthy use of the body	Understanding the musical style of the specific dance form	Appreciation of indigenous, popular or contemporary dance in theatrical form
Activity (<i>how</i>)	Individual exploration of different shapes to music e.g. body shapes and floor patterning	Using the correct posture while jumping	Select music for a class e.g. Jazz, Select and discuss applicable composers	Select a topic from one of the above mentioned dance forms, research the medium and theatrically perform the choreography
Assessment: (<i>criteria</i>)	In performance one looks for: Originality, musicality, ability to work independently, and creatively.	In the development of technique and style one looks for: Correct take off and landing, maintenance of posture and the execution of the exercise.	In reflection on Dance theories one looks at: Knowledge of forms and styles used in music and dance performance and history as well as health care and anatomy.	In the assessment of Indigenous dance one looks for: Use of steps and dance motives as well as the social and cultural context of the dance created.
Assessment: (<i>who</i>)	Teacher or Peer assessment	Teacher assessment	Teacher and peer assessment	Teachers and External examiners.

5. The list shows the supporting policies relevant to the subject and how they support the implementation of the subject DANCE STUDIES (Read only)-

- National Senior Certificate Policy
- Subject Statement (NCS)
- Subject Assessment Guidelines (SAG)
- Learning Programme Guidelines (LPG)
- National Protocol on Assessment

6. Time allocation and placement of DANCE STUDIES

4 hours every five school days lasting 45 minutes per period, this is 6 periods per week. (This is just an example. What is important is the minimum time of 4 hours that is allocated to the subject per week. Learners should have the opportunity to practice in the afternoon at school.)

ACTIVITY 2: DANCE STUDIES Subject Content and Approach (18 hours)

NOTE: Each Learning Outcome for DANCE STUDIES will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5). **See the NCS Dance Studies Subject Statement.**

Part 1: LO1 – Compositions, Performances and Productions (4 hours)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

Subject Content (2 hours)

- Do a critical study of the Grade 10-12 subject content for DANCE STUDIES as provided for the Learning Outcome in the Subject Statement.
- What content is to be taught in grade 11 for the Learning Outcome?
- What content is new – i.e. is it unknown to you?
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.

RESPONSE FOR LO1-

1) Yes, in Grade 10, freedom of movement. In Grade 11, increasing levels of mastery and in Grade 12, higher levels of mastery.

2) Yes, in Grade 10 the learner explores the body and its parts. In Grade 11 the learner continues the exploration of the body with the use of external elements, e.g. props and sound-scapes. Grade 12 the learner uses innovative ways of composing without the use of conventional steps.

- Is there a link between the content indicated for each Assessment Standard? (i.e. What integration is possible within the Learning Outcome?)

EXAMPLE: LO1

<p>Grade 11 Assessment Standard <i>11.1.1 We know this when the learner <u>demonstrates spontaneity and confidence</u> in improvisation in response to a wide range of stimuli</i></p>
<p>Proposed content:</p> <ul style="list-style-type: none"> Increased level of technical mastery, <i>confidence</i>, expression, range and spontaneity. Explore and develop: increased movement vocabulary by utilising props, costumes, photographs, paintings, pieces of furniture, music, text, sound-scapes, conversations, spoken word, machine sounds, video and environment in the creation of works

<p>Grade 11 Assessment Standard (grouped) <i>11.1.2: We know this when the learner demonstrates an <u>ability to construct solo, duet and trio compositions</u>, showing an understanding of: structure; form; and content</i></p>	<p><i>11.1.3: We know this when the learner demonstrates the <u>ability to actively contribute to team effectiveness and work co-operatively in a small group</u> during performance or choreographic processes</i></p>
<p>Proposed content:</p> <ul style="list-style-type: none"> explore choreographic principles and design elements <i>solve problems, make decisions and choices</i>, access, select, sequence and synthesise information, ideas, movements and materials for choreographic and research purposes use choreographic elements to present moods, personal stories, themes <i>develop trios, duets and solo compositions</i> - learners may choose to <i>develop a dance work on themselves and/or other dancer/s</i> develop values and attitudes that <i>ensure participation, consistent commitment and supportive collaboration with others</i> 	

<p>Grade 11 Assessment Standard <i>11.1.4: We know this when the learner demonstrates the <u>ability to plan and market a dance production</u></i></p>
<p>Proposed content: Organise performances by:</p> <ul style="list-style-type: none"> <i>drawing up rehearsal schedules for group and partner dances</i> <i>drawing up production schedules such as booking venues, arranging ticket sales, ushering</i> <i>designing marketing strategies and materials such as a pamphlet, a newspaper advert, a poster or invitation</i>

- Participants are encouraged to use coloured highlighters to show the links.
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)
Refer to LPG p. 10.

EXAMPLE: LO1

	Grade 11 (LO1)
Skills (do)	Increased level of mastery in improvisation and creativity, increased movement vocabulary.
Knowledge (content)	External elements (e.g. use of props, costumes, photographs)
Values and attitudes (behaviour)	Confidence, spontaneity, team work, leadership.

EXAMPLE: LO4

	Grade 11 (LO4)
Skills (do)	Present, perform, understand, analyse movement.
Knowledge (content)	Present African dances in a theatrical form e. g. indlamu, gumboot, kwasa kwasa. African dance majors – theatrical dances e. g. tap, jazz, contemporary.
Values and attitudes (behaviour)	Confidence, spontaneity, team work, leadership.

Subject Approach (1¼ hours)

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?

EXAMPLE: LO1

Teaching Approach	Assessment
Own practical approach with discussion and group work. Teacher needs to develop own assessment criteria and share with the learners.	Group assessment

EXAMPLE: LO4

Teaching Approach	Assessment
Research information and sharing it with learners Going on outings with learners and reflecting on it. Facilitating the teaching of the dance technique.	Group assessment – observation Peer assessment – Teach back lesson Check list

- What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards? – *Facilitators are to facilitate the drawing up of a list of possible LTSM together with the group and to distribute it amongst themselves.*

EXAMPLE: LO1

External resources specific to the activity, e.g. props, music, etc.

EXAMPLE: LO4

Research, outing, finding the right dance teacher, Rubric, checklist, drum, videos.

- Engage the participants in subject activities for DANCE STUDIES which they critique:
 - Is the activity appropriate for the developmental age of the learner?
 - Does the activity address the Assessment Standards of Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment

Report Back (½ hour)

- One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

Part 2: LO2 – Dance Style and Technique (4 hours)

Repeat the same format as used for Part 1: LO1.

ADDITIONAL INSTRUCTIONS:

- Provide an overview of the Practical Assessment Task as per the Subject Assessment Guidelines for DANCE STUDIES and its role in ensuring the teaching, learning and assessment of the practical outcome (LO2).
- Allow participants to examine and critique the Practical Assessment Task along with the example of an assessment tool.

Part 3: LO3 – Dance Theories (4 hours)

Repeat the same format as used for Part 1: LO1.

Part 4: LO4 – Indigenous Dances (4 hours)

Repeat the same format as used for Part 1: LO1.

Part 5: Integration across the Learning Outcomes (2 hours)

NB: Link this activity with the highlighted / colour-coded links identified between ASs in Parts 1-4 of this activity.

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Teacher Guide

CONTENT:

Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic **links** between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- The integration of content from different Learning Outcomes should be displayed on the flipcharts for the different groups

ACTIVITY 3: Conclusion / Wrap-up

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Pull all the facts together as discussed in various Learning Outcome discussions

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle (30 minutes)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Power Point Presentation, Laptop, Data Projector,

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

The facilitator will show an example of a Work Schedule for Grade 11-

- Elements of design - See *Appendix A and the Dance Studies LPG* for examples of Work Schedules
- Process of design
 - Integration: What, how and why?
 - Sequencing: What, how and why?
 - Pacing: What, how and why?
 - Suggested assessment tasks: What and why? – will return to this in Session 4
 - LTSM: What and why?

ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

This is done by the group – divide into smaller teams-

- Participants study an example of the Grade 11 Work Schedule provided in Appendix A and/or the Learning Programme Guidelines and critique it:
 - Does the Work Schedule cover all the Assessment Standards? (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back (1 hour)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines, Teacher Guide

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

The facilitator will show the participants the two examples of Lesson Plans for Grade 11 provided below-

EXAMPLE 1-

Lesson Plan Exemplar			
Grade: 11	Date:	Class:	Duration: 1 hour
Resources needed: A4 paper and a pen/pencil each			
Topic/Focus: The development of movement content through exploring issues of interest to the learners and which reflect a South African 'flavour'			
LO 1 Assessment Standard: Demonstrates a definite inventiveness and development of personal vocabulary in improvisation			
Learning Activities: 1. Introduction Focus exercise: Standing in a tight circle, shoulders touching, eyes closed. Allow a 'group sway' to develop, to grow and then to come to a natural stop. 2. Warm up: Each learner warms up their own body using their own interpretation of the usual class ritual. (Integration with LO 2) 3. Activities: Working alone, each learner writes down 20 words that come to mind when he/she thinks about South Africa. Learners exchange lists and rapidly read through the list so that all the learners get a sense of the range of issues, thoughts and feelings that the class have about South Africa. Learners select two to three of the words to explore through movement and sound, and build a short sequence. They share and link their sequences in pairs and then link with other groups paying attention to issues of transitions and dynamics. Having invented original movement vocabulary, learners develop their dances as a group choreography considering issues of structure, form and content. Learners discuss the experience and reflect on the work by writing this into their journals.			
Integration: LO 2 Technique will be utilised in this lesson. There could be links with History			
SKVs: Team work, improvisation skills, problem solving, composition techniques, structure, form, design elements			
Content: Design elements, composition methods, personal stories or impressions			
Expanded Opportunities/Homework: The groups develop their dance for public performance as homework in their own time			
Indigenous Knowledge Systems (IKS): Learners may work indigenous dance movements into their dance			
Assessment: Teacher conducts formative assessments by observing and offering comments as learners work. Summative assessment is conducted when the learners have completed their dance through self and peer assessment as well as teacher observation, using an observation checklist as a tool			
Managing Diversity: Each learner participates fully according to his or her ability. Learners pair and share to assist one another			

EXAMPLE 2-

Lesson Plan Exemplar			
Grade: 11	Date:	Class:	Duration: 10 weeks
Learning Outcome 2: Develop dance technique and style The learner is able to develop practical skills and techniques and styles for dance performances in own dance major			
Assessment Standard: AS 1: Analyse and apply safe dance practices, kinaesthetic awareness and a healthy use of the body AS 2: Demonstrate an expanded dance vocabulary, appropriate to the dance form with increased musicality, co-ordination and control AS 3: Demonstrate accurate reproduction of movement sequences using different choreographic styles and rhythms. Integration with LO 3: Anatomy – safe dance practice			
Skills and knowledge: Warming up and cooling down; body conditioning exercises – strength and stretch exercises; dance technique focusing on spinal awareness and body part alignment, safe dance practices; use of space, energy and rhythm; dance steps and sequences; dance styles Values: Responsibility for self and others in class; respect for own body; consistency, full participation; critical thinking and self reflection.			
Activities: Warming Up: Develop warming up ritual gradually, adding new exercises to the ritual each week - Breathing exercise; rolling down with side bends; arm stretches; swings; Floor work: Sitting spinal rolls / contractions and release with side bends; spirals; leg swings; feet strengthening; stretches; rolls Centre work: plies (knee bends), brushes, fall and recovery, feet warm ups with retiré, rond de jambe exercise with turns, grand battement, turns, jumps with turns Dance Combinations across the space: Walking with centre of gravity lifted, centre of gravity low; walk combinations with rond de jambe torso lifted/ torso relaxed adding different arms, triplets/waltzes changing directions and styles, low runs changing directions, gallop turns, low long leaps. Cooling down. Varied – Balloon deflating slowly / body full of sand – let sand gradually spill out of each part of the body			
Resources: CDs, Jembe drum, Hi-fi			
Special Needs: Learners work at own level challenging themselves. Adapt exercises for different levels of technique in the class where necessary. Pair learners in buddy groups to assist each other			
Expanded opportunities: Prepare more challenging variations of exercises			
Assessment: Control test on class work Criteria <ul style="list-style-type: none"> • Works with awareness of safe dance practices • Shows progress in musicality, co-ordination and control • Reproduces movement sequences and exercises accurately • Moves across space with confidence and agility CO 1, CO 3, CO 6			

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3 (Worksheet 4)
- Allow one group to present and then discuss their presentation
- Allow participants to consider issues impacting on planning (See *PowerPoint*)

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (¼ hour)

FORM OF ACTIVITY: PowerPoint Presentation and discussion

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 and 11

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT) – refer to Part 2 of Session 2: Activity 2 on the PAT for Dance Studies
- Weighting of tasks for the formal Programme of Assessment and mark allocation for Dance Studies

ACTIVITY 3: Development of a Grade 11 annual assessment plan

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan for Dance Studies in which they indicate (Worksheet 5):
 - Seven tasks: 2 Tests, 3 integrated tasks and 1 end-of-year assessment task (which includes the following 3 components: PAT, performance examination and written examination) – see Appendix B for details and mark allocation of formal assessment tasks
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

ACTIVITY 4: Integrated planning of teaching, learning and assessment

PURPOSE: Participants experience the integrated nature of planning for teaching and assessment at the same time. They practice designing assessment tools

TIME ALLOCATION: 90 minutes

RESOURCES: Jazzart Dance Theatre *or* Moving into Dance *or* Cape Town City Ballet video clip; dance history and theory resources. DSSS pages 18,19, DS GLP pages 65, 72, 95 – 107, A Policy and Guideline Framework on the Internal and External Assessment for the National Curriculum Statement Grades 10 – 12 (General) pages 15 - 17

METHOD(S): Resource based learning, information management, use of ICT, Reading, Discussion

BACKGROUND READING: RPL, history and theory sources, DSSS, DS GLP, Assessment Document

STEP 1: INTRODUCTION

- Using CO4, introduce the concept of working with information and resource-based teaching.
- You may work individually, in pairs or in small groups
- Select an Assessment Standard from Learning Outcome 3 and identify the embedded SKVs

STEP 2: ENGAGEMENT

- Using the available resources, peruse the documents, watch the video clip / video etc.
- Design a substantial assignment/task/project for learners that will allow them to actively find, select, categorise, evaluate and present information. Encourage the use of any form of Information Communication Technology (ICT) e.g. power point presentation, web site design, brochure, live performance, video, film
- Using the embedded SKVs to generate assessment criteria, design the assessment tools you will need including level descriptors or competence statements.
- Design an assessment checklist and level descriptors.

STEP 3: WRAP-UP

- Each group presents their plans to the plenary.
- Discussion on any issues that arise.

ACTIVITY 5: Assessment of Practical Dance

PURPOSE: Participants engage interactively around the issues of fair and valid practical examination instruments and tools

TIME ALLOCATION: 30 minutes

RESOURCES: Examples of examination tools, list of principles of assessment with explanations, newsprint or overhead transparencies

METHOD(S): Group work

BACKGROUND READING: RPL, DS GTLP Section 4: Assessment

STEP 1: INTRODUCTION

- Participants are organised in mixed groups across provinces and across dance forms.
- They consider how to plan practical examinations and tools that will be equivalent across dance forms and that are as objective as possible.

STEP 2: ENGAGEMENT

- Discuss the meaning of the principles of assessment and how they apply to dance
- Focusing especially on the principles of “fairness” and “consistency”, design an assessment tool for a class, a performance/repertoire or choreography. (The facilitator should ensure that at least one tool is designed for each underlined instrument by allocating them to different groups)

STEP 3: WRAP-UP

- Each group presents their assessment tool (on overhead transparency or newsprint)

WORKSHEET 1 (SESSION 1 – ACTIVITY 3)

Make use of your knowledge of the NCS and related documents to answer the following questions.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No.	Answer
1	
2	
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17	
18	
19	
20	

WORKSHEET 2 (SESSION 1 – ACTIVITY 4)

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

WORKSHEET 3 (SESSION 2 – ACTIVITY 1)

Study the following table and place the Grade 11 LOs and ASs next to the given CO or DO.

Example:

Critical Outcomes	LOs and ASs of Grade 11 Dance Studies
CO 2	LO1: AS3

RELATIONSHIP BETWEEN DANCE STUDIES AND THE CRITICAL AND DEVELOPMENTAL OUTCOMES

Critical Outcomes	LOs and ASs of Grade 11 Dance Studies
CO1 Identify and solve problems, and make decisions using critical and creative thinking	
CO2 Work effectively with others as members of a team, group, organisation and community	
CO3 Organise and manage themselves and their activities responsibly and effectively	
CO4 Collect, analyse, organise and critically evaluate information	
CO5 Communicate effectively using visual, symbolic and/or language skills in various modes	
CO6 Use science and technology effectively and critically showing responsibility towards the environment and the health of others	
CO7 Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation	
Developmental Outcomes	LOs and ASs of Dance Studies
DO1 Reflect on and explore a variety of strategies to learn more effectively	
DO2 Participate as responsible citizens in the life of local, national and global communities	
DO3 Be culturally and aesthetically sensitive across a range of social contexts	
DO4 Explore education and career opportunities	
DO5 Develop entrepreneurial opportunities	

WORKSHEET 4 (SESSION 3 – ACTIVITY 5)

FIRST GRADE 11 LESSON PLAN

SUBJECT: DANCE STUDIES		GRADE: 11		
LESSON PLAN: 1		NO. OF ACTIVITIES:		
DURATION: 12 hours		WEEK / DATE: Weeks 1-6		
CONTEXT:				
LINK WITH PREVIOUS LESSON: DANCE STUDIES		LINK WITH NEXT LESSON: PROMOTING A HEALTHY LIFETSYLE		
CORE CONTENT (KSVs):				
	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	Etc.
LOs & ASs:				
CORE CONTENT:				
DETAIL OF ACTIVITY:				
TEACHING METHOD:				
ASSESSMENT STRATEGY:				
EXPANDED OPPORTUNITIES:				
RESOURCES:				
TEACHER REFLECTION:				

WORKSHEET 5 (SESSION 4 – ACTIVITY 3)

ANNUAL ASSESSMENT PLAN FOR GRADE 11
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SUBJECT: DANCE STUDIES

GRADE: 11

YEAR: 2007

TERM 1	TERM 2	TERM 3	TERM 4
PAT 1:	PAT 2:	PAT 3:	EXAMINATION: PERFORMANCE COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:
SUMMATIVE TERM TEST	EXAMINATION	SUMMATIVE TERM TEST	EXAMINATION: THEORETICAL COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:	LO(s) and AS: Assessment Form: Date: Duration: Tool:

APPENDIX A: EXAMPLES OF WORK SCHEDULES

EXAMPLE 1:

This Work Schedule focuses on the theoretical and practical components of Dance in Grade 11. It is an example and implementation may vary from school to school. The order is a suggestion only. The emphasis here is on **African Dance** as a major.

WORK SCHEDULE

GRADE 11

2007

AFRICAN DANCE

TERM 1

WEEK	LOs	ASs	THEORY	PRACTICALS	LTSM	ASSESSMENT
1-2	3 2 1	2,3	Watch a live performance. Dance Umbrella to review a work of their choice. History of the Xhosa dances. Music in relation to the Xhosa dances. How to develop a cardiovascular fitness.	Developing movement vocabulary through external elements. Exploring choreographic principles and design elements. Xhosa dance: umdudo Mutely, ukuxhes\tsa		
3-5	1 2 3	1,2,3	Critical analysis of a video of an African dance work. Dance music related to Xhosa dances. Safe way of stretching to improve flexibility.	Using elements to improvise around specific subjects: textures, moods, personal Stories and themes. Continuation of the Xhosa dances.		
6-9	1 2 3	1,2,3,4	History of the Venda dances Relevance of African dance in S.A Dance music in relation to Venda Dances Life choices.	Using elements to improvise around specific subjects. Venda dances: Malende, Tshkona, Tshi veto.		Week 10 Test Performance

EXAMPLE 2:

This Work Schedule focuses on the theoretical and practical components of Dance in Grade 11. It is an example and implementation may vary from school to school. The order is a suggestion only. The emphasis here is on **Ballroom** as a major.

WORK SCHEDULE

GRADE 11

2007

BALLROOM

HOURS	Los	ASSs	CONTENT	LTSM	ASSESSMENT
			TERM 1:		
20	LO2	ASS1	<ul style="list-style-type: none"> Knowledge of safety Body Conditioning Mastery of Basic Steps Dance Vocabulary, dance steps Critical analysis (DVD) on dance performance Relevance of Ballroom dance in South Africa "Turn Out", Balance, Weight transfer Safe use of Body Health Care issue 	Music Books Costumes Ballroom-shoes	Test
20	LO3	ASS2 ASS1 ASS2 ASS3			
HOURS	LOs	ASSs	CONTENT	LTSM	ASSESSMENT
			TERM 2:		
20	LO4	ASS1 & ASS2	<ul style="list-style-type: none"> Explain Social & Cultural Content, exp. Kwasa-Kwasa Give presentation on Kwasa-Kwasa Trip to Heritage sites (fieldtrip) Complex dance vocabulary, dance steps Practice dance combinations and sequence Relationship of music to dance with reference to context in which it was composed 	Music Books Costumes	Perform Kwasa-Kwasa dance
10	LO2	ASS2			Exam
5	LO3	ASS4 ASS1			
HOURS	LOs	ASSs	CONTENT	LTSM	ASSESSMENT
			TERM 3:		
15	LO2	ASS3	<ul style="list-style-type: none"> Practicing dance combinations and sequence, incorporating dimensions of time Practicing dance combinations and sequence, incorporating dimensions of space Exploring choreographic principles in a production Developing trio, duet and solo composition in a production 	Music Books Costumes Ballroom-shoes	Test
20	LO1	ASS1 ASS2			Perform trio, duet and solo composition in a production
HOURS	LOs	ASSs	CONTENT	LTSM	ASSESSMENT
			TERM 4:		
15	LO1	ASS3	<ul style="list-style-type: none"> Problem solving, making decisions and choices Using elements to improvise around specific subjects Revision: Mastery of particular dance steps within the Ballroom Style 	Music Books Costumes Ballroom-shoes	Perform production with the gained knowledge
20	LO2	ASS4 ASS4			Test

EXAMPLE 3:

This Work Schedule focuses on the theoretical and practical components of Dance in Grade 11. It is an example and implementation may vary from school to school. The order is a suggestion only. The emphasis here is on **Ballet** as a major.

WORK SCHEDULE

GRADE 11

2007

BALLET

			TERM 1:			
WEEKS	LOs	ASs	CONTENT	LTSM	ASSESSMENT	THEORY
10 wks	LO1 warm-up	1	Analyse and apply safe	Syllabus books	Internal tests for the practical and theory	Ongoing process from the previous year affirming what they have learned in Gr. 10
	LO2 technique & style	2	practice and	Videos		
	LO3 musical terms	2	Basic technique	Listen to CDs		
	LO3 choreography	1	Revise basics due to then fact students been on holiday –include body conditioning Commence with improve – use of vocabulary – use of props e.g. Scarves, Drums – tambo's etc.			
LO4 Excursion						
WEEKS			TERM 2:			
10 wks	LO1 continue with warm-up technique	1	Continue with 1 st term progression	Syllabus books and additional notes	Internal Examinations for theory and practical	Practical theory in class throughout term
	Safe use of body etc	2	into more detailed			
	Continuation of LO2, LO3 and LO4.	3	technique and improving			
		4	choreography by introducing combinations of steps i.e. (enchainment) Commence teaching of dance in groups then smaller i.e. 2 @ a time			

WEEKS			TERM 3:			
10 wks	LO1 continue with technique following LO2 LO3 LO4	1 2 3 4	Ongoing with warm-up technique. Increasing knowledge of steps – adding onto development of steps improving choreography – Intro History – Includes repertoire and one or other dance performance	Encyclopaedia of Ballet and Internet – Videos or DVD		Do a research project of a ballet Continue with practical Theory
					Internal History and practical test	
WEEKS			TERM 4 :			
10wks	LO1 LO2 LO3 LO4 Commence rehearsal of End of year show	1 2 3	Continue with previous term Work and emphasize use of good technique in Production and for the use of choreography Project, research analyse and review dance works studies	Production Books Internet CD; DVD; Videos; library		Hand in research projects Present choreographic piece for assessment/ examination Theoretical examination

NOTE:

2 hrs per week- LO2- 20 hours; LO1- 10 hours; LO3- 10 hours; LO 4- 10 hours (however this is guideline and can be adjusted)

EXAMPLE 4:

This Work Schedule focuses on the theoretical and practical components of Dance in Grade 11. It is an example and implementation may vary from school to school. The order is a suggestion only. The emphasis here is on **Contemporary Dance** as a major.

WORK SCHEDULE

GRADE 11

2007

CONTEMPORARY DANCE

TERM 1

WKS	LOs	ASs	CONTENT THEORY	CONTENT PRACTICAL	LTSM	ASSESSMENT
1 2 3	1 2 3	1 1, 2 3	Code of conduct, warming up Posture, stereotyping and peer pressure, dance protocols and conventions	Set up a safe environment – trust exercises, improvisation Warming up Bridging from GET to FET	Newsprint, Kokis, Prestik, CDs, Music centre	Baseline assessment
4 5 6	2 1	1, 3 1	Skeleton – bones and joints	Body conditioning: focus on torso, musicality Improvisation – body parts	Skeleton/charts, drawings, notes/ books/ transparencies/ pictures	Label skeleton drawings (informal)
7 8 9 10	2 1 1 3	1, 2, 3, 4 1 2 3	Use of bones and joints in movement Safe dance practice Nutrition	Body conditioning: focus on torso, Introduction to style of dance major - Dance vocabulary and combinations Design elements: space and shape Composing solos and duets	Skeleton/ charts, notes/ books/ transparencies/ pictures, magazine articles	PAT 1: Solo or duet with creative journal Control test Theory anatomy Practical warming up and dance vocab and combinations

TERM 2

WKS	LOs	ASs	CONTENT THEORY	CONTENT PRACTICAL	LTSM	ASSESSMENT
1 2 3 4 5 6	2 1 4	1,2,3,4 1 1,2	History: Overview of dance – What is dance, why do people dance, where, when, how, who? Diverse dance forms – unique stylistic characteristics Indigenous dance	Warm up, class work, dance steps, combinations Design element of force LO 4 Indigenous dance	Books, pictures, videos, DVDs, internet CDs Hi-fi Costumes, papers	PAT 2: Research and presentation of indigenous dance
7 8 9 10	2 1		Dance in transformative ritual Development of Ballet George Balanchine Music related to Ballet studied Revision Anatomy	Warm up, class work, dance steps, combinations Design elements of time, phrases and motifs		Exams: Theory And History

TERM 3

WKS	LOs	ASs	CONTENT THEORY	CONTENT PRACTICAL	LTSM	ASSESSMENT
1 2 3 4 5	2 1	1,2,3,4 1	Local dance choreographer Veronica Paeper Music related to dance studied	Warm up, class work, dance steps, combinations Simple dance sequences and patterns Practical music: Simple time signatures, beats and accents, tempos Improvisation: Design elements of time	CDs, Music system, books, videos, DVDs	PAT 3: plan, rehearse and perform set dance based on local choreographer studied
6 7 8 9 10	2 3 1	1,2,3,4 3 1,2,3,4	Nutrition and eating disorders	Warm up, class work, dance steps, combinations Simple dance sequences and patterns Rehearse a dance for performance Production management and marketing	Books, journals, magazine articles	Control Test Practical class work and composition Theory music and eating disorders

TERM 4

WKS	LOs	ASs	CONTENT THEORY	CONTENT PRACTICAL	LTSM	ASSESSMENT
1 - 10	2 3	1,2,3,4,5 1,2,3	Revision	Warm up, class work, dance steps, combinations, dances	CDs, Music system, books, videos, DVDs, notes	Exams Practical: class work and dance Theory: History, Music, Anatomy

APPENDIX B: FORMAL TASKS FOR ASSESSMENT

This Appendix provides details on the nature of each task and the mark allocation for tasks in the Programme of Assessment for Grades 10, 11 and 12.

Grade 10 (7 tasks)

100 marks (300 divided by 3)			300 marks
Term 1 2 tasks	Term 2 2 tasks	Term 3 2 tasks	Term 4 1 task 300 marks
PAT 1 LO 1: Improvisation and composition (create own solo or duet work) 50 marks	PAT 2 LO 4: Research - Written and practical presentation of Indigenous dance steps and sequences 50 marks	PAT 3 LO 3, 2: History research project and repertoire - Preparation and performance of set dance based on pioneer choreographers (group or solo) 50 marks	Two components: PAT-cumulative mark for three PAT tasks 100 marks Examination-Theory 100 Practical 100
Control Test 25 marks: LO 3: Anatomy and health care; LO 1 practical assignment	Exam LO 1,2,3,4: Theory 100 AND Practical 200 (300/3) 100 marks	Control test 25 marks: LO 3, 1: History and Music; practical class work and composition	
75 marks	150 marks	75 marks	300 marks

Grade 11 (7 tasks)

100 marks (300 divided by 3)			300 marks
Term 1 2 tasks	Term 2 2 tasks	Term 3 2 tasks	Term 4 1 task 300 marks
PAT 1 LO 1: Improvisation and composition (create own duet or trio work), self reflection journal 50 marks	PAT 2 LO 4: Oral, written and practical presentation of indigenous dance in a theatrical context 50 marks	PAT 3 LO 3, 2, 1: History research project on local choreographer and repertoire - Preparation and performance of set dance (group or solo) 50 marks	Two components: PAT-cumulative mark for three PAT tasks 100 marks Examination-Theory 100 Practical 100
Control Test 25 marks: Anatomy and Health care; LO 2 practical assignment	Exam LO 1,2,3,4 Theory 100 AND Practical 200 (300/3) 100 marks	Control Test 25 marks LO 3,2 History, Music, form and style	
75	150	75	300

Grade 12 (7 tasks *plus* external examination)

450 marks divided by 4½ = 100 marks			300 marks
Term 1 2 tasks	Term 2 2 tasks	Term 3 2 tasks	Term 4 1 task 300 marks
PAT 1 LO 1: Improvisation and composition (create and present own group dance work plus oral presentation and creative journal) 50 marks	PAT 2 LO 4: Investigation and oral, written and practical presentation of classical indigenous dance 50 marks	PAT 3 LO 2: History research project on international choreographer and repertoire - preparation and public performance of more complex set dance (group or solo) including LO 1: organizing and marketing a production 50 marks	Two components: PAT-cumulative mark for three PAT tasks 100 marks Examination-Theory 100 Practical 100
Control Test 50 marks: LO 3: Anatomy and health care; practical assignment; compositional structure	Exam LO 2,3: Theory 100 AND Practical 200 (300/3) 100 marks	Exam (prelims) LO 1,2,3: Theory 100 AND Practical 200 (300/3) 100 marks	
		Control Test 50 marks: History and Music	
100	150	200	300

In addition to the formal tasks above, there should be ongoing assessment in the form of debates, projects, assignments, essays, practical tasks, research projects, performances and exhibitions.