



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**National Curriculum Statement
Grades 10 – 12
(General)**

DANCE STUDIES

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HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ Chapter 2 - Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ Symbols

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.



= Learning Outcome



= Assessment Standard



= Grade



= Code



= Scale



= Competence Description



= Content and Contexts



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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
CBO	Community-Based Organisation
CEDAW	Convention on the Elimination of Discrimination against Women
DO	Developmental Outcome
FBO	Faith-Based Organisation
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
NCS	National Curriculum Statement
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
STI	Sexually Transmitted Infection

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that ‘everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible’.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as ‘intelligent’ only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or ‘knowledge’ fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

DANCE STUDIES

DEFINITION

Dance is expressive human movement that engages the physical, the intellectual, the emotional and the spiritual dimensions of people. It is a unique art form, which uses the body as an instrument of communication. Dance is in essence a social and cultural activity where people dance with partners, within a group or for an audience. It is a powerful means of sharing languages, cultures, abilities, genders, identities and other issues across boundaries.

The subject Dance Studies encompasses dance technique, styles, performance, choreography and dance theory, including health care, history and music for dance.

PURPOSE

The subject Dance Studies contributes to the development of dancers, choreography and dance literacy. It develops dance skills and knowledge as well as fostering an understanding of professional practice. It prepares learners for entry into Higher Education and for employment in dance and related industries.

Dance Studies focuses on building values and attitudes of respect and inclusivity, providing access for learners facing physical and social barriers. It promotes the value of diverse South African cultural and artistic practices. Through exploring dance, learners reflect on ways of promoting cultural fairness and learn to respect cultural and other diversities, in keeping with constitutional principles and the Bill of Rights. Through the inclusion of indigenous dance, learners realise the important contribution that indigenous knowledge systems make to the understanding of dance and its practices.

Through Dance Studies, learners are encouraged to develop cognitive skills and entrepreneurial abilities. Dance Studies provides both individual and interactive challenges, contributing to personal maturation, social development and spiritual enrichment.

SCOPE

Dance Studies is constructed under the umbrella of choreography or composition. This is to ensure that dance techniques, theories and improvisation are ultimately directed towards the development of the learner's own artistic ideas. In this light, creativity, technical development and self-motivated research are all considered vital elements in the learner's experience of dance education.

Learners will study at least two dance forms. They will select one dance form as their major focus over the three years of Further Education and Training. The choice of this dance form will depend on the learners' interest and the availability of an appropriate teacher for that dance form. The other will be an indigenous dance form to ensure a broad exposure to dances of different cultures.

Dance Studies is designed to integrate dance practice with theory. Learners participate in a wide range of dance experiences. They learn, make and compose dances, and perform, present, produce, critically reflect on and analyse dance works. The intention is to develop well-rounded, critical, creative and thinking dance enthusiasts, to prepare learners for further dance training, and to open up a variety of possible career pathways.

Through studying Dance, learners develop physical mastery, dance vocabulary, techniques and various dance styles, and learn to use their bodies expressively as intelligent communicators of ideas and emotions. Through studying health care for dancers, they learn to use their bodies safely. The appreciation of their own and others' bodies will help to develop an understanding of gender and will identity and encourage learners to regard their bodies as instruments of expression and communication rather than just instruments of sexuality and power.

Since dance tends to be communal and embedded in cultural and other contexts, it provides opportunities for in-depth understanding of social interactions and of cultural diversity. Learners will be encouraged to participate in community dance projects and to engage with social, environmental and other issues of significance through their choreography.

In choreography, learners explore principles of structure and form as well as the mediation of ideas and content through these forms. They explore aspects of choreographic principles as applied by established choreographers and develop their own ideas through creative improvisation. Other aspects that contribute to dance performance and choreography (e.g. technology, music, drama, visual art, design, and photography) are options which could be explored.

The subject Dance Studies encourages critical reflection and reconstructions of history in past and present contexts, locally and internationally. Dance theory further encompasses principles of music as they relate to dance.

Learners will explore event management and marketing. They will be encouraged to be resourceful and entrepreneurial, and to develop initiative in promoting their work. They will explore business and training opportunities and career possibilities.

Recommended dance forms

Acknowledging the cultural diversity in this country, schools can offer various dance forms on the condition that they subscribe to the range of Learning Outcomes and Assessment Standards set out in this document. These dance forms must be able to contribute to the development of dance in a transformational South Africa for the following reasons:

- It is in keeping with local and global concerns to develop contemporary South African culture.
- It serves the purposes of redress and restoring balance;
- It mirrors and reflects an evolving, contemporary South African identity.
- It will encourage the development of South African performances that are meaningful and attractive both locally and internationally.

The following dance forms could be adapted to meet these requirements:

- African dance;
- ballroom;
- classical ballet;
- contemporary dance;
- Indian dance;
- jazz;
- Latin American;
- Spanish; and
- tap.

EDUCATIONAL AND CAREER LINKS

The Subject Statement for Dance Studies in the National Curriculum Statement Grades 10 – 12 (General) caters for the following teaching contexts: ordinary secondary schools, technical schools, community centres, clubs and non-formal contexts. It also allows for portability with Further Education and Training institutions.

Learners who have achieved a General Education and Training certificate should have a broad understanding of a range of Arts and Culture disciplines including an introduction to dance. Learners should have acquired some basic dance skills and vocabulary, learned simple dances or dance sequences, and explored the body and design elements through improvisation.

Since Arts and Culture in the General Education and Training band is a new Learning Area, there may be learners coming into Grade 10 with various levels of dance competency; some may have quite advanced skills and knowledge, while others will have limited knowledge and few skills. Before accepting learners into the subject for Grade 10, a baseline assessment needs to be conducted to ensure that learners have the aptitude and sufficient enthusiasm to commit to the increased demands of Dance Studies.

Perceptions of Dance as being purely physical and performance-oriented have resulted in limited choices in career pathways and Higher Education options in the past. However, learners who select Dance Studies will be able to pursue a range of Higher Education options. There are many possible career pathways for Dance Studies graduates in cultural studies, performance, production, education, support services, management, research, journalism, the fashion industry, entertainment and tourism.

Suggested subject combinations

Learners should keep possible careers in mind when selecting subject combinations. Table 2.1 identifies a few possible combinations:

Table 2.1 Possible subject combinations involving Dance Studies

Career	Suggested subject combinations (in addition to Dance Studies)
Dance performer	Dramatic Arts, Music, Tourism
Dance teacher	Dramatic Arts, Music, Visual Arts
Choreographer	Visual Arts, Dramatic Arts, Music
Dance researcher, historian, critic, writer	Language, Dramatic Arts, History
Dance administration	Business Studies, Accounting, Information Technology
Dance therapist	Life Sciences, Life Orientation
Lifestyle consultant and aerobics	Life Sciences, Music, Business Studies
Fashion show director	Dance, Visual Arts

LEARNING OUTCOMES



Learning Outcome 1: Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions.

This Learning Outcome forms the umbrella under which all the other outcomes converge. Everything in Dance Studies leads towards composition, performance and appreciation of performances.



Learning Outcome 2: Develop Dance Technique and Style

The learner is able to develop practical skills in techniques and styles for dance performance in own dance major.

In this Learning Outcome learners will focus on their selected dance major, developing their physical abilities, technique and dance style.



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.

This Learning Outcome provides theory which interfaces with dance practice.



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.

This Learning Outcome affords learners the opportunity to learn about other dance forms. All dance learners except African Dance majors are expected to achieve the outcome in African indigenous dances. African Dance majors are expected to achieve the outcome in another dance form of choice.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10



Learning Outcome 1

Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions.



Assessment Standards

We know this when the learner is able to:

- Demonstrate a broad dance vocabulary and freedom of movement in improvisation around dance ideas.
- Demonstrate an ability to construct simple solo and duet compositions, showing:
 - phrases/motifs;
 - contrast;
 - use of space;
 - variations in time.
- Demonstrate an ability to manage own time effectively and to work co-operatively with a partner during the performance or choreographic process.
- Demonstrate an ability to design materials to promote a dance performance.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Demonstrate spontaneity and confidence in improvisation in response to a wide range of stimuli.
- Demonstrate an ability to construct solo, duet and trio compositions, showing an understanding of:
 - structure;
 - form;
 - content.
- Demonstrate an ability to actively contribute to team effectiveness and to work co-operatively in a small group during performance or choreographic processes.
- Demonstrate an ability to plan and market a dance production.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Demonstrate a definite inventiveness and development of personal vocabulary in improvisation.
- Demonstrate an ability to construct a dance performance with a group (more than three performers):
 - that communicates an intent, specific subject or theme;
 - with consideration for costume, set, lighting, sound and design;
 - that incorporates a range of technology (e.g. audio, video, film) and/or integrates cross-disciplinary aspects (e.g. text, sculpture, photography).
- Demonstrate an ability to work co-operatively and effectively in a larger group, and the ability to self-reflect and evaluate the process.
- Demonstrate an ability to plan and market a dance production including budgeting, organisation and multi-faceted advertising.
- Explore the ideas and construction of a professional choreographer's work, and develop own interpretation of the work.



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.



Assessment Standards

We know this when the learner is able to:

- Demonstrate kinaesthetic awareness through appropriate body alignment and co-ordination.

- Demonstrate a basic dance vocabulary appropriate to the form studied.

- Demonstrate accuracy when moving with rhythmic beats and respond to changes in tempo.

- Perform simple dance sequences and patterns with clarity and awareness of style.

- Display the capacity to work and learn in a disciplined manner in a well-structured and supervised environment.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Analyse and apply safe dance practice, kinaesthetic awareness and a healthy use of the body.
- Demonstrate an expanded dance vocabulary appropriate to the dance form with increased musicality, co-ordination and control.
- Demonstrate accurate reproduction of movement sequences using different choreographic styles and rhythms.
- Perform complete dances demonstrating clarity of movement and awareness of style.
- Display a capacity to work and learn independently in clearly-defined contexts within a managed environment.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Synthesise and apply anatomical principles to develop appropriate skeletal alignment, body part articulation, strength, agility and endurance in dance.
- Demonstrate appropriate complex dance vocabulary with increased fluidity, strength and clarity as well as stylistic elements specific to that dance form or choreographic intent.
- Demonstrate reproduction of movement sequences with efficiency and immediacy, and explore different ways of working with music.
- Perform a selected dance repertoire with clarity, style, quality, consistency, precision and confidence, communicating and projecting the artistic intention of the choreography.
- Display a capacity to work and learn independently in a clearly-defined context without supervision.



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.



Assessment Standards

We know this when the learner is able to:

- Recognise simple graphic notation and understand musical rhythms for a variety of dance forms.

- Gather, classify, record and discuss information about:
 - dance in transformative ritual;
 - forms, styles, and purposes of dance;
 - dance performances in the past and the present with reference to choreographic intention, use of design elements and skill of the performers.

- Demonstrate knowledge and understanding of:
 - the human skeleton, by naming the major bones and joints and how they move;
 - effective nutrition;
 - eating disorders;
 - health care;
 - a positive body image for the dancer.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Discuss how music is used in a dance form of choice with reference to composers, selection and style.
- Investigate and analyse:
 - dance performances in the past and the present with reference to storytelling, biographies, choreographic intention, characteristics of style, skill of the performers, and visual or emotional impact;
 - the function and value of dance within diverse societies, communities and cultures with reference to expression and communication, education, entertainment, innerfulfilment and self-realisation.
- Demonstrate knowledge and understanding of:
 - the human skeleton and joints, explaining how they work in healthy dance practice with reference to posture, stance, alignment and use of the spine;
 - advanced understanding of health care (e.g. cardiovascular fitness, strength, flexibility and lifestyle choices).

Grade 12



Assessment Standards

We know this when the learner is able to:

- Demonstrate knowledge and understanding of different musical genres, instruments and rhythms and how they can be used in dance composition.
- Investigate and analyse:
 - the works, influences and social and other contexts of international and national choreographers in the past or the present;
 - training, education and experience needed to pursue dance career options;
 - the planning of a community dance project.
- Demonstrate knowledge and understanding of:
 - the application of practical strategies for injury prevention and care;
 - how to increase physical fitness.



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.



Assessment Standards

We know this when the learner is able to:

- Perform a range of steps and motifs derived from indigenous African or folk dances.
- Describe the social and cultural context of the dance steps and motifs studied.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Use steps and dance motifs to create and present an indigenous, popular or contemporary dance in a theatrical form.
- Explain the social and cultural context of the dance created.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Perform a classic dance with full consideration of its style and performance context.
- Analyse and articulate the principles and the social and historical context of the dance performed.



CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

Grade 10



Learning Outcome 1

Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions.

Proposed content

Improvisation

- Developing freedom of movement and extended vocabulary through exploration of:
 - the body and its parts;
 - the design and shape created by the body in space;
 - design elements of time (rhythm, impulse, irregular and regular rhythms);
 - design elements of space (personal and general space, direction, levels, diagonals, dimension, focus, intensity, density, planes and design of the performing environment);
 - design elements of force (firm, heavy, fine touch, light, bound and free flow, continuous, percussive, contrast and dynamics);
 - phrases and motifs;
 - relationship with another body or other bodies, including trust exercises.

Grade 11



Proposed content

Improvisation

Learners develop the Grade 10 topics in increasing levels of mastery, confidence, range and spontaneity. In addition, they can work on the following:

- Developing movement vocabulary through the use of external elements (e.g. props, costumes, photographs, paintings, pieces of furniture, music, text, sound-scapes, conversations, spoken word, machine sounds, video and environment).

Grade 12



Proposed content

Improvisation

Learners develop Grades 10 and 11 topics at higher levels of mastery, inventiveness and development of personal vocabulary. In addition, they can work on the following:

- Experiencing multi-disciplinary work combining dance with music, visual arts, craft, film-making, video or photography.
- Experiencing making dances in non-conventional spaces.
- Exploring innovative ways of composing using own stories, non-dancing performers, props, unusual costumes, characterisation.
- Working in groups with trust exercises and the examination of power relations.
- Researching, understanding and using social subjects and themes for dance composition (e.g. HIV/AIDS, abuse).

Grade 10



Learning Outcome 1 Continued

Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions.

Proposed content

Composition

- Composing in small groups, with a partner, and on one's own.
- Composing a duet and solo of one-minute duration, for presentation to the class.

Production

- Organising and managing rehearsal time in preparation for a class presentation.
- Designing a poster and flyer for a dance performance.

Grade 11



Proposed content

Composition

- Exploring choreographic principles and design elements.
- Problem solving, making decisions and choices, accessing, selecting, sequencing and synthesising information, ideas, movements and materials for choreographic and research purposes.
- Using elements to improvise around specific subjects (e.g. textures, moods, personal stories, themes).
- Developing trio, duet and solo compositions. Learners may choose to make a work by themselves or with other dancers.

Production

- Investigating how to organise performances through:
 - drawing up rehearsal schedules for group and partner dances.
 - drawing up production schedules (e.g. booking venues, arranging ticket sales, ushering).
 - designing marketing strategies and materials (e.g. pamphlet, newspaper advertisement, poster or invitations).

Grade 12



Proposed content

Composition

- Exploring principles of structure (e.g. beginnings, progression of an idea, theme and variation, rondo, canon, call and response, chance, use of climax, winding down, endings).
- Experimenting with style and form with regard to concepts (e.g. unity, contrast, transition, sequence, pattern).
- Developing movement content through the exploration of own significant issues towards creating South African choreography.
- Experiencing ideas and methods for composition by studying the work of professional choreographers.
- Developing a concept for the construction of a two-minute to three-minute dance with at least two other performers or a formation group.
- Realising intention through choreographic processes.
- Engaging with elements of production (e.g. lighting, set design, costume design).

Production

- Experiencing the production aspects of dance performance:
 - defining roles of people involved in the production of a dance performance;
 - creating marketing strategies which may include electronic and print media;
 - developing budgets which include income, expenditure and general budget layout.



Learning Outcome 2

Develop Dance Technique and Style

The learner is able to develop practical skills in techniques and styles for dance performance in own dance major.

Tuition for Learning Outcome 2 must take place throughout the year. Through the on-going practice and performance of the dance form, learners will develop strength, control, flexibility, co-ordination, stamina and endurance. They will acquire habits of safe practice, learn to condition their bodies in order to best achieve the requirements of the dance form, and learn how to use their bodies as instruments of communication and expression. They will learn practically and experientially and apply their learning in authentic class and public performances.

Each dance form has its own way of interpreting and devising repertoire. It may consist of set forms, set dances, the work of well-known choreographers, teachers' choreography and/or learners' choreography.

Proposed content

In Grade 10, learning will need to be fully guided and supervised by the teacher. Learners learn about and develop the style, conventions and vocabulary of their dance major including:

- Body conditioning in the dance form of choice to build strength, flexibility and alignment.
- Technique, including body postures, stance, line, co-ordination, control, movement vocabulary and body-part articulation.
- Steps and combinations of basic locomotor and non-locomotor (axial) movements.
- Introduction into the general style of the dance major.
- Combinations of different steps with variations, changing levels, directions, different tempos.

Grade 11



Proposed content

In Grade 11, learners need to begin to take personal responsibility for their learning within environments clearly defined and managed by the teacher. They learn about and develop the style, conventions and vocabulary of their dance major including:

- Knowledge of the safe use of the body.
- Body conditioning in the dance form of choice to build strength, flexibility, alignment and stamina.
- Mastery of particular dance steps within the style.
- Movements of elevation and safe landings.
- Increasingly complex dance vocabulary, steps, patterns and actions.
- Practising dance combinations and sequences incorporating dimensions of time (e.g. rhythms, combining tempos, time signatures, musical concepts).
- Practising dance combinations and sequences incorporating dimensions of space (e.g. diagonal, curved, changing levels, floor patterns, multiple focuses).

Grade 12



Proposed content

In Grade 12, learners need to be able to work independently in contexts defined by the teacher. They learn about and develop the style, conventions and vocabulary of their dance major including:

- Body conditioning in the dance form of choice to build strength, flexibility, postural and joint alignment, the free use of joints, safe landings from elevation, stamina, endurance and agility.
- Using the body safely in tumbling, falling, turning or rolling.
- Interpretation of the dance style within chosen form with precision, clarity and attention to detail.
- Experimenting with and developing a personal dance style within the dance major.
- Developing complex dance vocabulary including balances, quick and slow changes of body positions and combinations involving air movements, use of contrasting movements and qualities, simultaneously and sequentially.
- Learning repertory dances choreographed by well-known choreographers, the dance teacher or peers.
- Performing dances and dance sequences to varied accompaniment (e.g. song, melody, syncopation or against a given music structure).



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.

Learners will develop their visual literacy through exploring local and world dance trends, the works of influential dance choreographers, dance companies and the social and cultural contexts within which dance occurs. They will develop aural literacy skills through exposure to basic elements of music. Connections between dance and music will be made. Learners will require the necessary knowledge to care for their bodies as instruments of expression. They will explore the career opportunities within the dance industries and learn to manage and market their art form.

The emphasis in this Learning Outcome is on self-directed project work, research and investigation.

Content in this Learning Outcome will include:

- Investigating dance in transformative rituals (e.g. dances around themes of life cycles and social relationships), through research within own cultural environment, texts or watching performances.
- Discussing diverse dance forms and their unique stylistic characteristics (e.g. African, ballet, ballroom, contemporary, Greek, Indian, jazz, tap, Irish).
- Introduction to dance literacy through viewing and discussing at least two dance works from different periods and/or contexts.
- Listening to a wide variety of dance music and the identification of the social and cultural contexts.
- Studying the skeletal system (names of bones and joints) and how it moves in dance.
- Introduction to nutrition:
 - importance of food and water;
 - balanced diets;
 - need for protein, carbohydrates, fats, minerals, vitamins.
- Investigating a variety of common eating disorders and their care.
- Discussing stereotyping and peer pressure.

Grade 11


Content in this Learning Outcome will include:

- Critical analysis: reviewing dance performances live and/or on video or DVD of at least two dance forms, by looking at the title, performers, venue, date, choreographers, composer, designer, description of contents (abstract and narrative work), and choreographic style.
- Discussing the relevance of the dance being studied in South Africa today, including critiquing a performance, substantiating own point of view.
- Considering the relationship of the music to the dance with reference to the context in which it was composed, the composer and the style.
- The function and value of dance in diverse societies and cultures over time with reference to entertainment, edutainment, professional, recreational, mode of communication, agitation for propaganda, therapy, transformation, competition and spiritual enlightenment.
- Mechanics and purpose of 'turn out', balance, weight tranference and gravity.
- Safe use of the body with reference to stance/posture, alignment and use of the spine.
- Health care issues:
 - how to develop cardiovascular fitness;
 - safe ways of stretching to improve flexibility;
 - lifestyle choices in terms of substance abuse (e.g. drugs, dieting pills, cigarettes, alcohol), diet, HIV/AIDS and safe sex.

Grade 12


Content in this Learning Outcome will include:

- Researching one South African and one international choreographer (biographical information, career, outputs and contribution to dance) and/or investigating one South African and one international dance company (their contexts past and present, choreographic style, artistic management and current repertoire).
- Writing reviews, newsletters, journal entries, programme notes or press releases, and designing brochures or posters about dance performances.
- Identifying and discussing skills and responsibilities required for diverse careers in the dance industry including how to access funding for tertiary study, dance companies and dance works. Possible careers could be dancer, choreographer, notator, dance company manager, lighting designer, costume designer, stage manager, videographer, critic, researcher, teacher, therapist or historian.
- Researching and planning a community project that could contribute to society (e.g. teaching, dancing with people who are disabled, holiday dance camp, or performances related to issues such as crime, HIV/AIDS, substance abuse).
- Investigating diverse musical genres such as African, classical, jazz, techno, blues, kwaito, mbaqanga, maskandi or marabi.



Learning Outcome 3 Continued

Content in this Learning Outcome will include:

Reflect on Dance Theories

The learner is able to reflect on music, dance histories in past and present contexts, and health care.

Learners will develop their visual literacy through exploring local and world dance trends, the works of influential dance choreographers, dance companies and the social and cultural contexts within which dance occurs. They will develop aural literacy skills through exposure to basic elements of music. Connections between dance and music will be made. Learners will require the necessary knowledge to care for their bodies as instruments of expression. They will explore the career opportunities within the dance industries and learn to manage and market their art form.

The emphasis in this Learning Outcome is on self-directed project work, research and investigation.

Grade 11



Content in this Learning Outcome will include:

Grade 12



Content in this Learning Outcome will include:

- Identifying and categorising acoustic instruments:
 - aerophones (wind instruments, horns, flutes, pipes);
 - chordophones (guitar, mouth bow, harp, kora, violin, piano);
 - idiophones (cymbals, mbira, triangle);
 - membranophones (drums, bongos, timpani).
- Studying rhythms (e.g. simple and compound time signatures, note values and rests, regular and irregular meters).
- Injury prevention and care:
 - common injuries pertaining to dance (e.g. cramps, pulled muscles, torn tendons, broken bones);
 - fatigue, tension, stress and relaxation;
 - first aid for immediate attention to injuries;
 - effects of dehydration.



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.

Learners will learn additional dances each year to increase their exposure to a breadth of dance cultures. They will also engage with the social-cultural and historical contexts of the dances they are learning. Attention should be directed towards the particular stylistic characteristics and guard against superficially ‘dipping into’ dance forms. The emphasis is on access to and understanding diverse cultures.

The study should include discussion about dress, props, music, performance contexts, theme, purpose, participants (number of dancers, gender, age), timing, analysis of movement, use of body parts, use of space, spatial relationships between dancers, formations and dynamics. Learners should also discuss:

- how the dances being studied relate to cultural and social contexts;
- what cultural messages the patterns in the dance might represent;
- the historical period in which the dances were created or performed; and
- the roles people play within a dance and how these reflect characteristic roles and social relationships in cultures, past and present.

Learners could study:

- For non-African dance majors: dance steps and motifs from indigenous African folk dances such as ingcekeza and umteyo.
- For African dance majors: folk dances (e.g. Indian stick dance, Indian ‘Bhangara’, Argentinian tango, samba, Irish jig).

Grade 11



Learners could study:

- For non-African dance majors: indigenous popular African dances presented in a theatrical form (e.g. indlamu, gumboot, pantsula, kwasa kwasa).
- For African dance majors: theatrical dances (e.g. tap, jazz, contemporary).

Grade 12



Learners could study:

- For non-African dance majors: indigenous African classic ceremonial ritual dances, selecting from categories such as agrarian (theme of working, cultivating), animals (theme of hunting), life cycles (theme of fertility), social relationships (theme of courtships, weddings).
- For African dance majors: classic aspects of dances from cultures other than African (e.g. Indian, ballet, Spanish, Greek dance).

Human rights, inclusivity and indigenous knowledge systems



Learning Outcome 1: Create and Present Compositions, Performances and Productions

The learner is able to create and present dance compositions, performances and productions.

Through their choreographic activities, learners challenge assumptions, biases and perceptions. They challenge or affirm beliefs and values, communicate issues of concern and significance (e.g. HIV/AIDS, violence against women, environmental issues), as well as intangibles that are best communicated through this medium.



Learning Outcome 2: Develop Dance Technique and Style

The learner is able to develop practical skills in techniques and styles for dance performance in own dance major.

Learners develop their self-esteem, their sense of identity, their confidence and their self-discipline. They are encouraged to develop respect for their own and others' bodies. The dance form and assessment can be adapted to accommodate situations where there are barriers to learning.



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.

This Learning Outcome enhances cultural sensitivity and affirms cultural identity. The issues and representations put forward in dances will assist with reflection on own and others' assumptions and value systems. It develops the idea of access to dance for all through working in the community. It provides an opportunity to investigate indigenous knowledge systems that influence the production of dance.



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 major.

This Learning Outcome focuses on dance within indigenous knowledge systems. The understanding is that all dance forms have indigenous knowledge. It also focuses on how indigenous knowledge systems evolve and transform people at different stages of their lives. Sensitivity towards cultural ownership, ritual secrecy, religious taboos and historical pasts is recommended.

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. Refer to *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*.



C Code

S Scale

Cd Competence Descriptions

6

**80%-100%
Outstanding**

By the end of Grade 10 the learner with outstanding achievement can:

- improvise freely and imaginatively, working independently and inventively with others, managing time well to compose richly-textured dances;
- perform in more than one dance form with safety, expressive quality, style and musicality;
- analyse dances within their social and historical contexts.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- improvise with confidence and spontaneity while developing new vocabulary, compose short dances synthesising choreographic elements, actively contribute to group work and independently manage tasks;
- identify main features of dances, explain how music is used, and analyse the mechanics of technique;
- recreate and perform dances taking note of their social and cultural contexts;
- articulate the need for good health and informed life choices;
- design a range of marketing strategies.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- improvise inventively using multi-disciplinary stimuli, compose dances that show clarity of structure, style and intention, and synthesise anatomical principles into safe dance practices;
- show musicality and clear dynamics while performing;
- collaborate and contribute to large group activities but also lead and work independently when required;
- perform with style, accuracy, artistry and commitment;
- access, identify, categorise, analyse, and explain a wide range of dance and production knowledge and use this in performance and when creating works.



Code



Scale



Competence Descriptions

5

60%-79%
Meritorious

By the end of Grade 10 the learner with meritorious achievement can:

- improvise freely, working co-operatively and inventively with others in a supervised environment, managing time well to compose textured dances;
- perform in more than one dance form with safety, style and musicality;
- explain dances within their social and historical contexts.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- improvise with confidence and spontaneity responding to a broad range of stimuli, compose short dances experimenting with form and content, collaborate in a group and manage tasks;
- reproduce movement with some quality and style;
- perform and review dances noting their social contexts, use of music, and technique;
- plan fitness and healthy living programmes;
- design a poster promoting a dance.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- improvise inventively in new contexts while expanding own vocabulary, and compose dances that consider structure, style, intention and sound anatomical principles;
- show some attention to musicality in exercises and sequences, and use an expanded vocabulary in performance;
- work collaboratively as well as independently in unsupervised environments and perform with some style, accuracy and commitment;
- investigate, explain, identify, describe and plan in order to research and reproduce dances.

Grade 10



Code



Scale

4

50%-59%
Satisfactory



Competence Descriptions

By the end of Grade 10 the learner with satisfactory achievement can:

- improvise around dance ideas, working co-operatively with others under supervision, using design elements in composing dances;
- perform in more than one dance form with awareness of safe dance practice, increasing style and musicality;
- describe dances, locating them within their social and historical contexts.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- improvise with confidence and spontaneity responding to a range of stimuli, compose short dances experimenting with either structure or content, collaborate in a small group and manage tasks with some supervision;
- reproduce movement with some quality or style;
- perform and review a choreographer's work noting his or her social contexts, use of music and technique;
- plan fitness and healthy living programmes;
- design a flyer to promote a dance.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- improvise inventively to expand own vocabulary, and compose dances that communicate intent and use some production elements and safe dance practices;
- reproduce exercises accurately and with some quality;
- work collaboratively and with some independence in unsupervised environments and perform with some accuracy and commitment;
- collect, collate, identify, describe and explain dance-related issues and reflect on own learning.

Grade 10



Code

3



Scale

40%-49%
Adequate



Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- develop a dance vocabulary through improvisation, working co-operatively with others under supervision;
- perform in more than one dance form with awareness of safe dance practice, increasing style and musicality;
- describe dances, locating them within their social and historical contexts.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

- improvise with confidence and spontaneity responding to different stimuli, compose short dances using given ideas of form and structure, collaborate in a group and manage tasks with initial supervision, working well in clearly-defined contexts;
- perform dances with some quality and sense of style;
- describe dances and their social or cultural contexts and the use of music;
- describe fitness requirements and identify lifestyle choices;
- design a flyer with given ideas.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

- improvise confidently to expand a vocabulary, and compose dances that communicate intent and use some production elements and safe dance practices;
- reproduce exercises and sequences, and dance musically and with a sound basic dance vocabulary;
- take responsibility for own learning in a supervised environment and perform with some accuracy;
- collect, recognise, explain and identify dance-related issues and reflect on own learning.



Code



Scale

2

30%-39%
Partial



Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- Improvise and compose dance sequences with support, participating in well-defined tasks under supervision;
- perform in simple dances in more than one dance form, but needs guidance;
- identify some of the features and contexts of dances.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- improvise with some confidence responding to a few stimuli, compose short dances with limited evidence of form and content, collaborate in small groups and manage tasks under direct supervision;
- learn dance sequences, but has some difficulty with co-ordination and moving with rhythmic accuracy;
- describe and reproduce dances, identifying some historical and cultural contexts and use of music;
- describe fitness requirements for dance and identify lifestyle choices;
- design a flyer with given ideas and with assistance.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

- improvise confidently, and compose dances that communicate an intent and use only one production element;
- reproduce sequences with some style and rhythmic accuracy and a basic vocabulary;
- take responsibility for own learning when working in a clearly-defined environment;
- collect, recognise, explain and identify some dance-related issues.



Code



Scale

1

0%-29%
Inadequate



Competence Descriptions

By the end of Grade 10 the learner with inadequate achievement can:

- improvise and compose dance sequences with difficulty, participating inconsistently under supervision;
- perform in simple dances in any dance form, but struggles;
- name bones and joints, but needs help;
- locate dances in their historical or social contexts, but needs help.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- improvise but requires support, compose short sequences without attention to form and content, work in groups and manage tasks but with ongoing support;
- learn dance sequences but show only partial rhythmic accuracy and no awareness of style;
- partially reproduce dances and identify a few social and cultural issues, but needs help in the use of music and identifying body mechanics;
- generate a few ideas for a poster or flyer but is unable to complete the task.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- improvise in predictable ways, and compose dances that lack intent and production elements;
- reproduce sequences with some rhythmic accuracy and a basic vocabulary but with no style;
- take responsibility for own learning, but with difficulty.
- collect, identify and name only a few dance-related issues.

GLOSSARY

choreography – the art of creating dances; the dance work of art

cultural fairness – an awareness of the equal status of all cultures

dexterity – skilfulness, mastery, competence

improvisation – movement that is created spontaneously in response to specific stimuli and with an element of chance

indigenous knowledge – intergenerational knowledge about all aspects of life in a particular socio-economic and cultural setting

kinaesthetic – the ability of the body to receive and respond to stimuli, knowing which part of the body is moving, where it is moving and how it is moving

national identity – this is interpreted in many ways, such as ‘one nation, many cultures’ and also identifying with a common notion of what it means to be South African

positive body image – feeling empowered about one’s own body; not feeling the pressures of stereotyped commercial images

