

2021 National Recovery ATP: Grade 11 – Term 1 **DANCE STUDIES**

TERM 1 (46 days)	Week 1 (27 – 29 Jan)	Week 2 (1 – 5 Feb)	Week 3 (8 – 12 Feb)	Week 4 (15 - 19 Feb)	Week 5 (22 - 26 Feb)	Week 6 (1 – 5 March)	Week 7 (8 - 12 March)	Week 8 (15 - 19 March)	Week 9 (23 - 26 March)	Week 10 (29 – 31 March)
<b>Revised CAPS Chapter 4</b>  <ul style="list-style-type: none"> <li>• <b>Content</b></li> <li>• <b>Concepts</b></li> <li>• <b>Skills &amp; Competencies</b></li> <li>• <b>Values &amp; Attitudes</b></li> </ul> <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> <li>• Assessment of pre-knowledge in Grade 10</li> <li>• Re-orientation into the FET subject &amp; requirements</li> <li>• Introduction to each of the Topics</li> <li>• Code of conduct required in the subject; developed with learners</li> <li>• Dance conventions, attitudes &amp; values</li> <li>• Grooming</li> <li>• Attendance during &amp; additional lessons after school</li> <li>• Providing textbooks, task books, additional notes &amp; resources, etc.</li> </ul>	<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Recap of content covered in grade 10 plus increased focus on the following: <ul style="list-style-type: none"> <li>• Class etiquette, awareness of others in the space, clarity of direction, working safely with others</li> <li>• Safe dance practice: warming up, principles of correct posture, stance &amp; alignment</li> <li>• Technical exercises in the dance major that build components of fitness</li> <li>• Principles/characteristics/style of the dance major further developed from Grade 10</li> <li>• Articulation of the feet, building strength &amp; agility, jumps/footwork sequences in the dance major with safe landings</li> <li>• Increased complexity of turns/spotting</li> <li>• Travelling &amp; aerial movement combinations across the floor, changing directions</li> <li>• Cooling down/relaxation techniques &amp; safe stretching exercises to increase flexibility</li> </ul>	<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Warm up &amp; cool down, relaxation techniques &amp; safe stretching</li> <li>• Correct posture, stance &amp; alignment</li> <li>• Defining components of fitness</li> <li>• Principles, characteristics &amp; style of the dance major</li> <li>• Basic knowledge of the skeleton: linked to types of synovial joints. Range/types of movement: linked to flexibility</li> <li>• Structure, movement &amp; safe use of the spine: linked to core stability &amp; posture, stance &amp; alignment</li> <li>• Dance terminology – names of steps used in classwork</li> </ul>		<b>SBA – TASK 1:</b>  <b>WRITTEN TEST = 25 MARKS</b> Set a test paper & marking guideline on content covered in Term 1. The test should include 2 sections. The marking guideline must show the breakdown of cognitive levels required in <b>CAPS revised Chapter 4</b> namely: Low marks = 30% Medium marks = 40% High marks = 30% The marking guideline must reflect the expected answers, as well as allow for learners' own interpretation/alternative answers.  <b>AREAS THAT COULD BE INCLUDED IN THE TERM 1 TEST:</b> <b>SECTION A = 10 MARKS</b> <ul style="list-style-type: none"> <li>• Purpose of a warm up/cool down</li> <li>• Application of correct posture, stance &amp; alignment</li> <li>• Skeleton, joints &amp; anatomical movements</li> <li>• Safe use of the spine</li> </ul> <b>SECTION B = 15 MARKS</b> <ul style="list-style-type: none"> <li>• Reflection on improvisation</li> <li>• Performance spaces</li> <li>• History of the dance major</li> <li>• Functions &amp; value of dance in society</li> </ul> <b>EVALUATION TASK = 25 MARKS</b> Evaluate the learners' <b>attitudes, values &amp; skills, competencies</b> learnt in Term 1/Grade 10. Refer to the <b>CAPS revised Chapter 4</b> for guidance on what is to be assessed & how marks will be awarded. Create a marking rubric. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development.  <b>AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC ARE:</b> <ul style="list-style-type: none"> <li>• Application of the code of conduct</li> <li>• Greeting/appreciation</li> <li>• Respecting others, dance space, teacher, dance conventions</li> <li>• Grooming in the dance class</li> <li>• Development &amp; improvement during the term</li> <li>• Attendance during &amp; after school/additional lessons (commitment, discipline, reliability &amp; responsibility)</li> <li>• Interest in the subject (commitment &amp; focus)</li> <li>• Preparedness for each lesson</li> <li>• Recall of practical exercises taught/practice</li> </ul>					
		<b>TOPIC 2: IMPROVISATION</b> Recap of content covered in Grade 10 plus increased focus on the following: <b>Improvisation activities to include:</b> <ul style="list-style-type: none"> <li>• Building self-confidence &amp; trust in peers (making eye contact, spatial awareness, exploration of relationships with others)</li> <li>• Exploring motifs, phrasing &amp; stylised gestures</li> <li>• Exploring a wide range of music/genres/accompaniment/silence</li> <li>• Exploring conventional vs non-conventional spaces</li> <li>• Developing creativity: e.g. working with props, unusual spaces, images, text, etc.</li> <li>• Developing problem solving &amp; decision-making skills</li> </ul>	<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>• Learners interpretation of their understanding of improvisation i.e. what is it and what is it about?</li> <li>• Reflection on how improvisation activities felt – what learners enjoyed vs what were they fearful about &amp; why</li> <li>• Performance spaces that can be used in choreography:               <ul style="list-style-type: none"> <li>○ Conventional</li> <li>○ Non-conventional</li> </ul> </li> </ul>							
		<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>• Recap of content covered in Grade 10</li> <li>• Develop further understanding of history of the dance major</li> <li>• Functions of dance in society: linked to careers, purpose &amp; value of dance</li> <li>• Benefits of dance: linked to health, fitness, mental stability, cognitive levels, creativity, problem solving, time management, discipline, working with others, respect, etc.</li> <li>• Dance symbolism (cultural vs theatrical dance)</li> <li>• Start a glossary of specific dance terminology based on activities done in Term 1</li> </ul>	<b>RECOVERY PLAN COULD INCLUDE:</b> <ul style="list-style-type: none"> <li>• Additional lesson after school every 2<sup>nd</sup> week</li> <li>• Zoom/MST virtual class</li> <li>• Saturday class: virtual, or in-person at school</li> <li>• Develop writing skills – task book feedback &amp; dance terminology</li> </ul>							
<b>Requisite pre-knowledge</b> <ul style="list-style-type: none"> <li>• Assess pre-knowledge &amp; what was covered in Grade 10</li> <li>• Assess level of practical ability/standard: pitch Term 1 practical classes accordingly</li> <li>• Assess level of improvisation standard/knowledge of choreographing</li> <li>• Assess gaps in theory/practical content (refer progress report of all content not covered in 2020)</li> </ul>										
<b>Resources to enhance learning</b> <ul style="list-style-type: none"> <li>• Task books: written learner content</li> <li>• Extra notes, activities, tasks to enhance learning</li> <li>• Wide selection of music appropriate for Grade 11</li> <li>• Improvisation stimuli (e.g. chairs, images, props, words, etc.)</li> <li>• Bloom's &amp; Dave's taxonomies, materials on 21<sup>st</sup> Century teaching &amp; learning</li> </ul>										
<b>Informal Assessment; Remediation</b>	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>• Instructions/ corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>• Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>• Identifying learners with learning barriers &amp; addressing this with the school for remediation</li> <li>• Additional classes after school to provide time for the topics as needed</li> <li>• Creating a WhatsApp group to send important messages, homework, reminders, lessons &amp; encouragement to learners</li> </ul>									
<b>SBA Formal Assessment</b>	<b>TASK 1:</b> <b>Written test = 25 marks</b> <b>Evaluation task on each learner = 25 marks</b>									

2021 National Recovery ATP: Grade 11 Term 2: **DANCE STUDIES**

TERM 2 (54 days)	Week 1 (13 – 16 April)	Week 2 (19 – 23 April)	Week 3 (28 – 30 April)	Week 4 (3 – 7 May)	Week 5 (10 – 14 May)	Week 6 (17 – 21 May)	Week 7 (24 - 28 May)	Week 8 (31 – 4 June)	Week 9 (7 - 11 June)	Week 10 (14 - 18 June)	Week 11 (21 – 25 June)
<b>Revised CAPS Chapter 4</b>  <ul style="list-style-type: none"> <li>Content</li> <li>Concepts</li> <li>Skills &amp; Competencies</li> <li>Values &amp; Attitudes</li> </ul> <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> <li>Recap of code of conduct, conventions &amp; values, grooming</li> <li>Assessment of pre-knowledge from Term 1</li> <li>Feedback on Term 1 SBA assessments</li> <li>Explanation of PAT choreography process over 2 terms</li> <li>Catch up of work not completed in Term 1</li> </ul>	<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> <ul style="list-style-type: none"> <li>Consolidation of term 1 class work plus increased focus on the following:               <ul style="list-style-type: none"> <li>Breathing, safe use of the spine, muscles &amp; joints</li> <li>Applying correct posture, stance &amp; alignment in all exercises</li> <li>Technical exercises to develop components of fitness</li> <li>Established turns with eye focus (spotting)</li> </ul> </li> <li>Dance vocabulary of dance major: steps &amp; sequences, moving to a range of music genres &amp; rhythms with variations in use of space (levels, directions, pathways)</li> <li>Travelling &amp; aerial movement combinations across the floor, exploring &amp; recognising musical phrasing &amp; dynamics</li> <li>Increased understanding &amp; application of principles/characteristics in the dance major</li> <li>Stretching for increased flexibility</li> <li>Relaxation techniques</li> </ul>						<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>Appropriate dance environment (floor/temperature, etc.)</li> <li>How to develop components of fitness</li> <li>How components of fitness improve performance &amp; technique</li> <li>Static &amp; dynamic stretching</li> <li>Relaxation techniques</li> </ul>		<b>SBA – TASK 2:</b>  <b>PRACTICAL CONTROL TEST = 25 MARKS</b> Develop a marking rubric outlining <i>content, concepts, skills &amp; competencies</i> to be assessed & how marks will be awarded. Refer to <b>CAPS revised Chapter 4</b> . <b>The focus should be providing feedback to learners for improvement.</b> The test could consist of:  <b>TECHNICAL CLASSWORK = 15 marks</b> <ul style="list-style-type: none"> <li>Full technical class with focus on the following:               <ul style="list-style-type: none"> <li>Improved components of fitness</li> <li>Established coordination of body parts</li> <li>Applied safe dance practices (turns, landings, turn out, etc.)</li> <li>Application of principles &amp; characteristics in the dance major</li> <li>Developed musicality</li> <li>Increased confidence &amp; performance quality</li> </ul> </li> </ul> <b>UNSEEN IMPROVISATION = 10 marks</b> Learners can perform alone or in groups <ul style="list-style-type: none"> <li>Ability to interpret a stimulus/conceptualise</li> <li>Interpretation of music/accompaniment</li> <li>Creativity</li> <li>Confidence &amp; commitment</li> </ul>	
		<b>TOPIC 2: IMPROVISATION</b> <b>PAT TASK 4: PROCESS</b> Guide experimentation through improvisation in preparation for choreographing in Term 3 <b>PRACTICAL COMPONENT = 30 marks</b> <b>Improvisation activities to include:</b> <ul style="list-style-type: none"> <li>Exploring dance elements &amp; choreographic structures: e.g. beginning, ending, climax, transitions, sequencing, patterning, repetition &amp; stillness</li> <li>Exploring contrasting movements &amp; dynamics</li> <li>Exploring motifs, gestures &amp; stylised movements</li> <li>Exploring the relationship of dance to aural settings: e.g. spoken word, sound effects, natural sound, found sound, the audible aspects of dancing, silence</li> <li>Working with others/self-management/accountability</li> <li>Developing critical thinking &amp; problem solving – exploring creative ways to interpret/conceptualise stimuli: e.g. props, words, images, non-conventional spaces, etc.</li> </ul>						<b>WRITTEN COMPONENT = 30 marks</b> <b>Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>Dance elements &amp; choreographic structures</li> <li>Music terminology related to dance: rhythm, pace, tempo, duration, melody, syncopation, polyrhythms, harmony, dynamics, phrasing</li> <li>Reflection/evaluation of the process (self &amp; group)</li> </ul>		<b>WRITTEN CONTROL TEST = 25 MARKS</b> Set a test paper & marking guideline on content covered in Term 2. The test should include 2 sections. The marking guideline must show the breakdown of cognitive levels required in <b>CAPS revised Chapter 4</b> namely: Low marks = 30% Medium marks = 40% High marks = 30% The marking guideline must reflect the expected answers as well as allow for learners' own interpretation/alternative answers.	
		<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>Identification of different dance forms: linked to learning about principles/characteristics of own dance major in the practical class</li> <li>Developing visual literacy – for viewing works/images/posters, etc.</li> <li>Viewing a professional dance work: South African or international (link to learners own PAT preparations) &amp; analysis of the work, production elements, music/accompaniment &amp; symbolism used</li> <li>Continue developing the glossary of specific dance terminology based on activities done in Term 2</li> </ul>						<b>RECOVERY PLAN COULD INCLUDE:</b> <ul style="list-style-type: none"> <li>Focus on core content</li> <li>Develop reading for understanding</li> <li>Online/class quizzes</li> </ul>		<b>AREAS THAT COULD BE INCLUDED IN THE TERM 2 TEST:</b> <b>SECTION A = 10 MARKS</b> <ul style="list-style-type: none"> <li>Appropriate dance environment (floor/temperature, etc.)</li> <li>Components of fitness linked to performance &amp; technique</li> <li>Developing components of fitness</li> <li>Static &amp; dynamic stretching</li> </ul> <b>SECTION B = 15 MARKS</b> <ul style="list-style-type: none"> <li>Dance elements &amp; choreographic structures</li> <li>Music terminology related to dance/aural settings</li> <li>Improvisation</li> <li>Reflection of PAT process</li> <li>Identifying different dance forms</li> <li>Dance terminology</li> </ul>	
<b>Requisite pre-knowledge</b>	<ul style="list-style-type: none"> <li>Assess pre- knowledge: what was covered in Term 1</li> <li>Assess level of practical &amp; improvisation: ability/standard achieved in Term 1</li> <li>Assess level of written content &amp; meaningful understanding shown by learners – address areas that show lack of understanding before continuing</li> </ul>										
<b>Resources to enhance learning</b>	<ul style="list-style-type: none"> <li>Video/DVD of a professional dance work: South African or international</li> <li>YouTube clips for identifying different dance forms &amp; developing understanding of principles/characteristics of the dance major</li> <li>YouTube clips to inspire improvisation</li> <li>Music selection</li> <li>Selection of stimuli to use in PAT process</li> </ul>										
<b>Informal Assessment; Remediation</b>	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>Instructions/corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>Identifying learners with learning barriers &amp; addressing this with the school for remediation</li> <li>Additional classes after to school to provide additional time for the topics as needed</li> </ul>										

SBA &amp; PAT CONTINUED ON NEXT PAGE

<p><b>SBA Formal Assessment &amp; PAT</b></p>	<p><b>TASK 2:</b> Written test = 25 marks Practical test = 25 marks</p>	<p style="text-align: center;"><b>TASK 4: PAT Choreography &amp; Improvisation</b> <b>PROCESS = 60 MARKS</b> Refer to <i>CAPS revised Chapter 4</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>PRACTICAL PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Improvisation, experimentation &amp; conceptualisation</li> <li>• Collaboration &amp; communication</li> <li>• Critical thinking &amp; problem solving</li> <li>• Self-management &amp; accountability</li> <li>• Digital literacy</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>WRITTEN PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Investigation/research</li> <li>• Dance elements &amp; choreographic structures</li> <li>• Reflection (group &amp; self)</li> <li>• Language &amp; communication skills</li> <li>• Reading &amp; writing skills</li> </ul> </td> </tr> </table>		<p><b>PRACTICAL PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Improvisation, experimentation &amp; conceptualisation</li> <li>• Collaboration &amp; communication</li> <li>• Critical thinking &amp; problem solving</li> <li>• Self-management &amp; accountability</li> <li>• Digital literacy</li> </ul>	<p><b>WRITTEN PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Investigation/research</li> <li>• Dance elements &amp; choreographic structures</li> <li>• Reflection (group &amp; self)</li> <li>• Language &amp; communication skills</li> <li>• Reading &amp; writing skills</li> </ul>
<p><b>PRACTICAL PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Improvisation, experimentation &amp; conceptualisation</li> <li>• Collaboration &amp; communication</li> <li>• Critical thinking &amp; problem solving</li> <li>• Self-management &amp; accountability</li> <li>• Digital literacy</li> </ul>	<p><b>WRITTEN PROCESS COULD INCLUDE: 30 marks</b></p> <ul style="list-style-type: none"> <li>• Investigation/research</li> <li>• Dance elements &amp; choreographic structures</li> <li>• Reflection (group &amp; self)</li> <li>• Language &amp; communication skills</li> <li>• Reading &amp; writing skills</li> </ul>				

2021 National Recovery ATP: Grade 11 Term 3: **DANCE STUDIES**

TERM 3 (53 days)	Week 1 (13 – 16 July)	Week 2 (19 – 23 July)	Week 3 (26 – 30 July)	Week 4 (2 – 6 Aug)	Week 5 (10 – 13 Aug)	Week 6 (16 – 20 Aug)	Week 7 (23 – 27 Aug)	Week 8 (30 - 3 Sep)	Week 9 (6 – 9 Sep)	Week 10 (13 – 17 Sep)	Week 11 (20 – 23 Sep)	
<b>Revised CAPS Chapter 4</b>  <ul style="list-style-type: none"> <li>Content</li> <li>Concepts</li> <li>Skills &amp; Competencies</li> <li>Values &amp; Attitudes</li> </ul> <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> <li>Recap of code of conduct, conventions &amp; values, grooming</li> <li>Assessment of pre-knowledge in Term 2</li> <li>Feedback on Term 2 SBA tests</li> <li>Explanation of PAT choreography final product</li> <li>Catch up of work not completed in Term 2</li> </ul>	<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> <ul style="list-style-type: none"> <li>Consolidation of Term 1 &amp; 2 class work plus increased focus on the following:</li> <li>Increased application of life skills: self-discipline, focus, commitment, etc.</li> <li>Increased ability to recall &amp; accurately reproduce dance exercises &amp; sequences</li> <li>Increased complexity of dance vocabulary in the dance major (steps, sequences, patterns, with variations in the dynamics of speed &amp; energy)</li> <li>Increased musicality &amp; performance quality</li> <li>Start learning a group dance (<i>in dance major or a ceremonial African dance</i>)</li> </ul>						<b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b> <ul style="list-style-type: none"> <li>Principles &amp; characteristics of dance major</li> <li>Safe dance practices</li> <li>Developing musicality &amp; performance skills</li> <li>Injuries: causes, prevention &amp; care linked to appropriate dance environment, correct dance technique, components of fitness</li> </ul>			<b>SBA – TASK 3:</b>  <b>EVALUATION TASK = 25 MARKS</b> Evaluate the learners' <i>attitudes, values, skills, competencies</i> learnt in Terms 1-3. Refer to the <b>CAPS revised Chapter 4</b> for guidance on what is to be assessed & how marks will be awarded. Create a marking rubric. Assessment criteria should be communicated with learners at the start of the term as it is an essential part of their development. Assessment criteria should show progression from Term 1.  <b>AREAS THAT COULD BE INCLUDED IN THE TERM 3 EVALUATION TASK RUBRIC:</b> <ul style="list-style-type: none"> <li>Application of the code of conduct (attitudes &amp; values, competencies)</li> <li>Class &amp; exam etiquette</li> <li>Working safely with others</li> <li>Working effectively as an individual &amp; with others as a member of a team</li> <li>Identifying &amp; solving problems, making decisions using critical &amp; creative thinking</li> <li>Development &amp; improvement</li> <li>Attendance during school &amp; after school/additional lessons</li> <li>Focus &amp; commitment</li> </ul>	
		<b>TOPIC 2: CHOREOGRAPHY</b> <b>PAT TASK 4: PRODUCT</b> Guide learners to choreograph a solo/group dance <b>PRACTICAL COMPONENT = 20 marks</b> <ul style="list-style-type: none"> <li>Selection of a theme/intent/idea plus conceptualisation</li> <li>Choreographic structures &amp; dance elements</li> <li>Developing movement vocabulary for chosen theme/intent/idea plus symbolism</li> <li>Originality/creativity</li> <li>Interpretation of music/accompaniment, etc.</li> </ul>						<b>WRITTEN COMPONENT = 20 marks</b> Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none"> <li>Selection of theme/intent/idea &amp; interpretation</li> <li>Choreographic structures &amp; dance elements</li> <li>Choice of music/accompaniment/silence, etc.</li> <li>Use of production elements</li> <li>Designing a poster for a dance production/oral presentation</li> <li>Information, media &amp; technology skills</li> <li>Reflection/evaluation of the process (self &amp; group) &amp; analysis of final product</li> </ul>				
		<b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>History of dance major/ comparison of dance forms (principles &amp; characteristics)</li> <li>Analysis of the choreographer of the dance work studied in Term 2 &amp; their contributions to dance/society</li> <li>Completion of any content not covered in Term 2</li> <li>Continue developing the glossary of specific dance terminology based on activities done in Term 3</li> <li>Consolidation</li> </ul>										
		<b>TASK 3: RESEARCH = 25 marks</b> <b>Learners must research a current South African dance work/s &amp; build on research skills learnt in Grade 10. Guide learners on how to:</b> <ul style="list-style-type: none"> <li>Research, find information &amp; save information for referencing</li> <li>Select/extract information</li> <li>Write the research in own words</li> <li>Present the research in creative/innovative ways</li> </ul>										
<b>Requisite pre-knowledge</b>	<ul style="list-style-type: none"> <li>Assess pre- knowledge on research experience &amp; computers/technology skills, etc.</li> <li>Assess knowledge of presentation ideas for a research task</li> </ul>						<b>RECOVERY PLAN COULD INCLUDE:</b> <ul style="list-style-type: none"> <li>Additional time for learners during the PAT process</li> <li>Different approaches to choreographing a dance work</li> </ul>					
<b>Resources to enhance learning</b>	<ul style="list-style-type: none"> <li>Venue for PAT performances – conventional/non-conventional spaces/filming, etc.</li> <li>Materials/computers/cell phones to assist with developing a poster/filming/editing/researching</li> <li>Books, programmes, articles on the chosen topic/theme/intent/idea for the dance work</li> <li>A wide range of music to be used: suitable to the dance genre, improvisation &amp; choreographic activities</li> <li><b>Background information/video/YouTube clips on ceremonial African dance (if presented in the practical exam)</b></li> </ul>											
<b>Informal Assessment; Remediation</b>	<b>ASSESSMENT FOR LEARNING:</b> <ul style="list-style-type: none"> <li>Instructions/corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>Identifying learners with learning barriers &amp; addressing this with the school for remediation</li> <li>Additional classes after to school to provide additional time for the topics as needed</li> </ul>											
<b>SBA Formal Assessment &amp; PAT</b>	<b>TASK 3:</b> <b>Research task = 25 marks</b> <b>Evaluation task on each learner = 25 marks</b>	<b>TASK 4: PAT Choreography</b> <b>PRODUCT = 40 MARKS</b> Refer to <b>CAPS revised Chapter 4</b> <b>WRITTEN PRODUCT COULD INCLUDE: 20 marks</b> <ul style="list-style-type: none"> <li>Production planning (e.g. poster/flyer, newspaper advert, programme note, etc.)</li> <li>Reflection on final product: written/oral/PowerPoint presentation, etc</li> <li>Information, media &amp; technology skills</li> </ul>				<b>PRACTICAL PRODUCT COULD INCLUDE: 20 marks</b> <ul style="list-style-type: none"> <li>Completed dance composition &amp; level of complexity (movement vocabulary &amp; choreographic structures)</li> <li>Creativity: Use of dance elements, choreographic structures, production elements, performance spaces</li> <li>Use of music/accompaniment</li> <li>Use of video/film</li> </ul>						

2021 National Recovery ATP: Grade 11 – Term 4: **DANCE STUDIES**

TERM 4 (47 days)	Week 1 (5 – 8 Oct)	Week 2 (11 – 15 Oct)	Week 3 (18 – 22 Oct)	Week 4 (25 – 29 Oct)	Week 5 (1 -5 Nov)	Week 6 (8 – 12 Nov)	Week 7 (15 – 19 Nov)	Week 8 (22 – 26 Nov)	Week 9 (29 – 3 Dec)	Week 10 (6 – 8 Dec)		
<b>Revised CAPS Chapter 4</b>  <ul style="list-style-type: none"> <li>Content</li> <li>Concepts</li> <li>Skills &amp; Competencies</li> <li>Values &amp; Attitudes</li> </ul> <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none"> <li>Feedback on Term 3 research &amp; evaluation task</li> </ul> <p><b>Strategies for written exam readiness could include:</b></p> <ul style="list-style-type: none"> <li>Explaining cognitive levels</li> <li>How to interpret questions/how much to write</li> <li>Identifying action verbs</li> <li>Format of the question paper</li> <li>Consolidation &amp; catch up of any outstanding work Terms 1 – 3</li> </ul>	<p><b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b></p> <ul style="list-style-type: none"> <li>Consolidation of Term 1 - 3 class work plus</li> <li>Mastery of class work for exam presentation</li> <li>Application of safe dance practices</li> <li>Attention to detail</li> <li>Increasing range of movement &amp; complexity</li> <li>Application of developed principles/characteristics in dance major</li> <li>Musicality &amp; performance skills</li> <li><b>Mastery of group dance</b> (2 minutes) for presentation in the examination: focus on timing, varied dynamics, commitment to movement, focus &amp; performance skills</li> </ul>				<p><b>THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class</b></p> <ul style="list-style-type: none"> <li>Nutrition &amp; hydration linked to components of fitness</li> <li>Reflection on group dance in dance major or ceremonial African dance</li> <li>Revision of all written content Terms 1 – 3</li> <li>Re-teaching of sections not well understood</li> </ul>		<p><b>FINAL EXAMINATIONS – TASK 5:</b></p> <p><b>PRACTICAL EXAMINATION = 100 MARKS</b>  Learners to be examined in groups of no more than 6 learners at a time. Develop a marking rubric outlining which <b>content, skills, competencies, attitudes &amp; values</b> to be assessed &amp; how marks will be awarded. Refer to <b>CAPS revised Chapter 4</b>.  The examination should consist of the following areas in each section:</p> <p><b>TECHNICAL CLASSWORK = 50 marks</b></p> <ul style="list-style-type: none"> <li>Mastery of class work</li> <li>Application of safe dance practices</li> <li>Attention to detail</li> <li>Increasing range of movement &amp; complexity</li> <li>Application of developed principles/characteristics in dance major</li> <li>Musicality &amp; performance skills</li> </ul> <p><b>GROUP DANCE = 30 marks approximately 2 minutes</b>  <i>(In dance major OR a traditional indigenous African dance e.g. Domba/ Indlamu, etc.)</i></p> <ul style="list-style-type: none"> <li>Beginning &amp; ending</li> <li>Timing, varied dynamics, commitment to movement</li> <li>Focus &amp; performance skills</li> <li>Teamwork</li> </ul> <p><b>UNSEEN IMPROVISATION = 20 marks</b> (Learners can perform alone or in groups)</p> <ul style="list-style-type: none"> <li>Ability to interpret a stimulus &amp; conceptualise</li> <li>Interpretation of music/accompaniment</li> <li>Creativity/originality/movement vocabulary</li> <li>Confidence &amp; performance skills</li> </ul> <p><b>WRITTEN EXAMINATION = 100 MARKS</b>  Set an examination paper &amp; marking guideline on <i>content, skills, competencies, attitudes &amp; values</i> covered in Terms 1–4.  The exam should include 2 sections.  The marking guideline must show the breakdown of cognitive levels required in <b>CAPS revised Chapter 4</b> namely: Low marks = 30% / Medium marks = 40% / High marks = 30%  The marking guideline must reflect the expected answers as well as allow for learners' own interpretation /alternative answers. <b>Core content should be included.</b></p> <p><b>AREAS THAT COULD BE INCLUDED IN THE TERM 4 EXAMINATION:</b></p> <p><b>SECTION A = 40 MARKS</b></p> <ul style="list-style-type: none"> <li>Safe dance practices: e.g. warming up/cooling down/spotting/turn out/safe landings, etc.</li> <li>How to develop components of fitness</li> <li>Nutrition &amp; hydration</li> <li>Principles/characteristics of the dance major/comparison of dance forms</li> <li>Performance skills/musicality – reflection on what has been learnt in the practical class/improvement, etc.</li> </ul> <p><b>SECTION B = 60 MARKS</b></p> <ul style="list-style-type: none"> <li>Dance elements &amp; choreographic structures/performance spaces</li> <li>Improvisation</li> <li>Reflection of PAT process</li> <li>History of the dance major/functions of dance</li> <li>Analysis of a prescribed dance work, synopsis/theme/intent, movement vocabulary, production elements, music/accompaniment &amp; symbolism used</li> <li>Analysis of a choreographer &amp; contribution to dance/society</li> </ul>				
<b>Requisite pre-knowledge</b>	<ul style="list-style-type: none"> <li>Assess pre- knowledge: what was covered in Term 3</li> <li>Assess level of written content &amp; meaningful understanding shown by learners – address areas that show lack of understanding</li> </ul>				<p><b>RECOVERY PLAN COULD INCLUDE:</b></p> <ul style="list-style-type: none"> <li>Additional opportunities for improvement in research &amp; written PAT tasks</li> </ul>							
<b>Resources to enhance learning</b>	<ul style="list-style-type: none"> <li>Video/DVD of the dance work studied in Term 2</li> <li>Marking rubric for practical examinations – to be mediated with learners</li> <li>Content guidelines for written examination – cognitive levels, format &amp; content of the examination to be mediated with learners</li> <li>Sending additional work for learners via WhatsApp to assist in study methodologies</li> </ul>											
<b>Informal Assessment; Remediation</b>	<p><b>ASSESSMENT FOR LEARNING:</b></p> <ul style="list-style-type: none"> <li>Instructions/corrections provided during practical &amp; improvisation classes to guide improvement</li> <li>Marking written work in learner task books to evaluate gaps in curriculum coverage</li> <li>Additional classes after to school to provide additional time for the topics as needed</li> <li>Additional time for work not completed by learners</li> </ul>											
<b>FINAL END OF YEAR EXAMINATIONS</b>	<p><b>TASK 5:</b>  <b>Written examination = 100 marks</b>  <b>Practical examination = 100 marks</b></p>											