

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 9 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
CAPS TOPICS	Dance performance Dance theory and literacy	Dance performance Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition
CONCEPTS, SKILLS AND VALUES	<p>Dance performance Dance theory and literacy Baseline assessment</p> <p>This could be in various formats based on dance concepts, terminology and key dance elements taught in grade 8.</p> <p>The baseline could include the following, but is not limited to:</p> <ul style="list-style-type: none"> • Questionnaire about the importance and purpose of a warmup and cool down, understanding posture and alignment • Identifying dance practical activities with visual aids: Spinal roll, spotting, articulation of the feet and ankles • Mind maps on: Code of conduct, control, floor work, dance elements – time, space, symmetry, patterning, force, etc. • Educational and online games • Worksheets or diagrams • Class discussions – verbal question and answer or group discussions 		<p>Dance performance Dance conventions: Greeting and use of space</p> <p>2. Warm up: Spinal warm up, arm swings/reaches</p> <p>3. Floor work: Core stability exercises for back and abdominal muscles – rounding and lengthening of the spine and side bends</p> <p>4. Cooling down through relaxation exercises</p> <p>Dance improvisation and composition Exploration of natural gestures</p> <p>Dance theory and literacy Importance of good posture and alignment</p>	<p>Dance performance</p> <p>1. Dance conventions: Continues with focus on class discipline & respect</p> <p>2. Warm up: Continues by adding lunges</p> <p>3. Leg muscles and joint strengthening and mobility: Knee bends and rises in parallel</p> <p>4. Cooling down with relaxation imagery</p> <p>Dance improvisation and composition Continues by varying gestures through exaggeration, slow motion and repetition</p>	<p>Dance performance</p> <p>1. Warm up: Continuously build onto a warmup routine – including spinal warm up, arm swings, reaches, lunges and side bends</p> <p>2. Leg muscles and joint strengthening and mobility: Continue in a turned-out position</p> <p>3. Feet warm up</p> <p>4. Cooling down with added slow stretching</p> <p>Dance improvisation and composition Composition structures: Beginnings and endings, repetition and stillness</p>	<p>Dance performance</p> <p>1. Warm up: Add knee bends and rises in parallel and turned out positions, use combinations of locomotor steps, moving in space and changing direction</p> <p>2. Feet warm up: Adding small jump sequences</p> <p>3. Cooling down with relaxation imagery and slow stretching</p> <p>Dance improvisation and composition Composition of a sequence in partners (if possible), based on gestures with a clear beginning and ending</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Dance terminology Use of core and spine 	<p>Dance performance</p> <p>1. Warm up: Routine is established</p> <p>2. Leg muscles and joint strengthening and mobility: Consolidation of previous week's exercises</p> <p>3. Feet warm up: Consolidation of previous week's exercises</p> <p>4. Cool down with relaxation imagery and slow stretches</p> <p>Dance improvisation and composition Composition of a sequence continues by adding repetition and stillness</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Dance terminology Use of safe landings 	<p>Dance performance</p> <p>Preparation towards the FAT (Formal assessment task)</p> <p>Dance improvisation and composition Composition of a sequence in partners (if possible), based on gestures: Clear beginning and ending, repetition and stillness</p> <p>25 marks assessed with a rubric</p>	
REQUISITE PRE-KNOWLEDGE	<p>Basic and developing dance technique</p> <p>Understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements</p> <p>Basic understanding of dance elements such as time, space, safe landings</p> <p>Understanding and application towards correct posture and alignment</p>								<p>Preparation towards dance performance during past 8 weeks</p> <p>Performance skills, audience behaviour and theatre etiquette</p>
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop</p> <p>Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc.</p> <p>Lesson plans: https://bit.ly/37WLphE</p>								<p>Appropriate performance space: Classroom, hall, stage, etc.</p> <p>CD player, video camera, cell phone camera (optional)</p>

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: Mind map/ worksheet/ diagram/ quizzes/ pictures/ games on elements of dance explored in grade 8	Workbook: Reflection by means of journal on the importance and purpose of warm up and cool down	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Mind map on code of conduct and worksheet/questionnaire on good posture and alignment	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Build onto code of conduct and explore the use of gestures in a dance composition through worksheet/ diagram/ mind map/ visual aids, etc.	Observation, side coaching and direction on composition structures: Beginnings and endings, repetition and stillness Workbook: Reflection by means of journal on composition structures	Practise, observation, side coaching and direction from teacher and peer Workbook: Explore new dance terminology and the importance of core and spine through worksheet/visual aids	Practise, observation, side coaching and direction from teacher and peers towards polished dance performance Peers assess dance sequence with focus on clear beginning and ending – worksheet for peer assessment	Rehearsal, side coaching and guidance by teacher and peers towards polished dance performance Workbook: Reflection by means of journal on dance sequence with focus on beginning, ending, repetition and stillness If possible, reflection on pair work	Classroom discussion and critical reflection using dance terminology learnt during past weeks
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance								

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 9 (TERM 2)

TERM 2	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9	WEEK 10-11
CAPS TOPICS	Dance performance Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy
CONCEPTS, SKILLS AND VALUES	<p>Dance performance</p> <p>Dance conventions: Consolidation of term 1 work</p> <p>1. Warm up: Consolidate term 1 routine</p> <p>2. Floor work: Revise core stability for strengthening back and abdominal muscles, focusing on breathing</p> <p>3. Leg muscles and joint strengthening and mobility: Outward rotation of the hips; range of movements in the hip joint – brushes and kicks</p> <p>4. Turns: On the spot, with eye focus</p> <p>5. Cooling down with slow, safe stretching as in term 1, with focus on breathing.</p> <p>Dance theory and literacy</p> <p>Revision of term 1 work</p> <p>Code of conduct refers to class posters and workbook</p>	<p>Dance performance</p> <p>1. Warm up: Continue by focusing on safe dance practice, place knees over middle toes during bend exercises</p> <p>2. Floor work: Add flowing movements and lengthening from a strong centre</p> <p>3. Leg muscles and joint strengthening and mobility: Add balancing on one leg</p> <p>4. Turns: On the spot, add travelling with eye focus</p> <p>5. Cooling down with safe and slow stretching</p> <p>Dance improvisation and composition</p> <p>Explore relationships (work in pairs): Meeting and parting, call and response, blind and guide, positive and negative shapes, giving and receiving weight</p> <p>Dance theory and literacy</p> <p>Dance terminology – names of steps, dance elements (time, space, force)</p>	<p>Dance performance</p> <p>1. Warm up: Add focus on placement of feet and arms</p> <p>2. Leg muscles and joint strengthening and mobility: Knee bends with coordinating arms and transfer of weight at a slow pace with control and balance</p> <p>3. Articulation of feet: Small jump sequences with change of direction</p> <p>4. Learning dance steps and style of an indigenous South African dance</p> <p>5. Cooling down with safe and slow stretching</p> <p>Dance theory and literacy</p> <p>Dance terminology – names of steps as covered in the practical components</p> <p>Discussions on the South African indigenous dance presented in the practical component</p>	<p>Dance Performance</p> <p>1. Warm up: Continues with focus on the use of a strong, lifted centre</p> <p>2. Articulation of feet: Continue small jump sequences with changes of direction</p> <p>3. Learning dance steps and style of an Indigenous South African dance</p> <p>4. Cooling down with safe and slow stretching</p> <p>Dance improvisation and composition</p> <p>Composition structures: Transitions between movements, unison and canon</p> <p>Dance theory and literacy</p> <p>Dance terminology - Names of steps as covered in the practical components</p> <p>Dance elements such as time, space and force</p>	<p>Dance performance</p> <p>Preparation towards the FAT (Formal assessment task)</p> <p>1. Warm up routine</p> <p>2. Floor work</p> <p>3. Leg muscles and joint strengthening and mobility</p> <p>4. Turns</p> <p>5. Articulation of feet</p> <p>6. Dance steps from an Indigenous South African dance</p> <p>7. Cool down</p> <p>Dance improvisation and composition</p> <p>Composition structures exploring relationships in dance</p> <p>Dance theory and literacy</p> <p>Consolidate and complete all work in preparation of written assessment</p>	<p>Practical & written formal assessment: Test</p> <p>Practical formal assessment</p> <p>Dance group performance – Indigenous South African dance:</p> <ul style="list-style-type: none"> • Technique • Improvisation and composition <p>25 marks assessed with a rubric</p> <p>Written Formal Assessment</p> <p>(Work from term 1 and 2)</p> <p>Dance performance</p> <p>dance improvisation and composition</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Terminology • Elements of dance • Safe dance practice • Dance literacy • Self-reflection <p>Cognitive levels:</p> <p>Lower order: 30%</p> <p>Middle order: 40%</p> <p>Higher order: 30%</p> <p>25 marks assessed with a memorandum</p>
REQUISITE PRE-KNOWLEDGE	<p>Basic and developing dance technique</p> <p>Understanding of concepts such as warm-up, safe dance practices, locomotor and non-locomotor movements</p> <p>Basic understanding of dance elements such as time, force, space, shape; understanding and application of relationships in dance</p> <p>Learning steps from an Indigenous South African dance style</p>					<p>Preparation towards dance performance during past 9 weeks</p> <p>Performance skills, audience behaviour and theatre etiquette</p>
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop</p> <p>Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc.</p> <p>Lesson plans: https://bit.ly/3qjM0m3</p>					<p>Appropriate performance space: classroom, hall, stage, etc.</p> <p>CD player, video camera, cell phone camera (optional)</p>

TERM 2	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9	WEEK 10-11		
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Workbook: Revise code of conduct and dance terminology from previous term through mind maps/ worksheets/ diagrams/ questionnaires/ educational games, etc.	Workbook: Revise use of gestures, importance of warmup and cool down, posture and alignment through mind maps/ worksheets/ diagrams/ questionnaires/ educational games, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Explore different types of relationships in pair work through mind map/ worksheet or journal	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Explore dance elements such as time, space and force through questionnaires/ worksheet/ educational games/ visual aids, etc.	Observation, side coaching and direction by teacher on learning South African Indigenous dance steps and style Workbook: Research and explore a South African Indigenous dance style through visual aids/ worksheet/ questionnaire/ internet resources, etc.	Observation, side coaching and direction by teacher on learning South African Indigenous dance steps and style Workbook: Explore new dance terminology through mind maps/ worksheet/ questionnaire/ diagram, etc.	Practise, observation, side coaching and direction from teacher and peers towards polished dance performance Peers assess dance improvisation and composition focusing on composition structures – worksheet for peer assessment	Rehearsal, side coaching and guidance by teacher and peers towards polished dance performance Workbook: Reflection by means of journal on dance improvisation and composition focusing on composition structures
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance & written assessment							

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 9 (TERM 3)

TERM 3	WEEK 1-2		WEEK 3-4		WEEK 5-6		WEEK 7-8		WEEK 9-11	
CAPS TOPICS	Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance theory and literacy		Dance performance Dance improvisation and composition Dance performance	
CONCEPTS, SKILLS AND VALUES	<p>Dance performance Dance Conventions: Consolidation of work done in term 1 and 2</p> <p>1. Warm up: Continue developing a routine by focusing on safe dance practice and kinaesthetic awareness (correct placing of body in space)</p> <p>2. Leg Exercises: Strengthening and lengthening of muscles and extending the range of movement in the joints</p> <p>3. Building stamina through jumps, leaps and gallops</p> <p>4. Cooling down with flowing lyrical movements</p> <p>Dance improvisation and composition Exploration of dance elements: Contrasting dynamics</p> <p>Dance theory and literacy Dance terminology – in class as well as in workbook Dance literacy – Discussion of a dance live on stage, in communities, on television, or on DVD (with reference to genre, context, description of movement, accompaniment and inventiveness)</p>		<p>Dance performance</p> <p>1. Warm up: Add knee bends (knees over middle toe and strong core)</p> <p>2. Leg exercises: Add low brushes and kicks</p> <p>3. Building stamina through exploring combinations of large motor movements</p> <p>4. Cooling down through exploration of pair work (if possible)</p> <p>Dance improvisation and composition Exploring ideas, moods and/or thoughts through movement, using different stimuli</p> <p>Dance theory and literacy Dance terminology – reflect on topic 2 in workbooks</p>		<p>Dance performance</p> <p>1. Warm up: Add rises and balances with arm coordination</p> <p>2. Leg exercises: Add high brushes and kicks</p> <p>3. Building stamina continue with varied music genres and rhythms</p> <p>4. Learn a short, fast dance sequence</p> <p>5. Cooling down with gentle stretching</p> <p>Dance improvisation and composition Composition of movement sequence based on stimulus</p> <p>Dance theory and literacy Dance terminology – reflect in workbook on composition of movement sequence as in topic 2</p>		<p>Consolidate in preparation for formal assessment:</p> <p>1. Warm up: Add fluidity of arms</p> <p>2. Leg exercises: Circular movements from the hips</p> <p>3. Building stamina by adding variations in dynamics (speed, energy)</p> <p>4. Learning a short, fast dance sequence. Give attention to quick footwork</p> <p>5. Cooling down with slow stretching</p> <p>Dance improvisation and composition Composition of movement sequence based on stimulus</p> <p>Dance theory and literacy Comparison between two dance forms in South Africa: Origin, culture, type of movements</p>		<p>Dance performance Preparation towards the FAT (formal assessment task)</p> <p>Dance improvisation and composition Composition of movement sequence based on stimulus</p> <p>Formal practical assessment task (FAT) Dance performance Composition of movement sequence based on stimulus 25 marks assessed with a rubric</p>	
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique; understanding of concepts such as warm-up, safe dance practices, kinaesthetic awareness Basic understanding of dance elements such as contrasting dynamics Understanding and application towards exploring different stimuli to compose/choreograph a dance sequence								Preparation towards dance performance during past 9 weeks Performance skills, audience behaviour and theatre etiquette	
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc. Lesson plans: https://bit.ly/36nNNPa								Appropriate performance space: Classroom, hall, stage, etc. CD player Video camera, cell phone camera (optional)	
INFORMAL ASSESSMENT & REMEDIATION	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: Revise dance terminology, techniques and skills from previous terms through mind maps/ worksheets/ diagrams/ questionnaires/ educational games, etc.	Research and class discussion, group discussion or individual reflection on impact of a live dance performance through journal/ worksheet/ questionnaire/ visual aids/ internet resources, etc	Use different stimuli for learners to explore moods and ideas such as props/ music/ poetry/ quotes/ pictures etc. Observation, side coaching and direction by teacher to continuously improve technique	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Reflection and exploring new dance terminology as a response to stimuli presented in class by means of journal/ worksheet/ mind map	Practise, observation, side coaching and direction from teacher and peers	Practise, observation, side coaching and direction from teacher and peers Workbook: Reflection by means of journal on dance improvisation and composition focusing on composition structures and movement sequence	Practise, observation, side coaching and direction from teacher and peers towards polished dance performance Peers assess movement sequence – worksheet for peer assessment	Workbook: Research and explore two South African dance forms through visual aids/ internet resources/ magazines/ newspapers, etc. Reflect and compare by means of journal/ questionnaires/ worksheet/ class discussions, etc.	Rehearsal, side coaching and guidance by teacher and peers towards polished dance performance Workbook: Reflect on new dance terminology discovered from research of two South African dance forms – mind map/ worksheet	Classroom discussion and critical reflection using dance terminology learnt during past weeks
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 9 (TERM 4)

TERM 4	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9-10		
CAPS TOPICS	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy	Dance performance Dance improvisation and composition Dance theory and literacy		
CONCEPTS, SKILLS AND VALUES	<p>Dance performance Dance conventions: Consolidation of work done in term 1 to 3</p> <p>Revise practical classwork as taught in terms 1 to 3 by reflecting on the term 3 formal practical assessment task</p> <p>Dance theory and literacy Revise dance theory and literacy of term 1 to 3</p>	<p>Dance performance Mastery of the dance class: Attention to detail, correct posture and alignment, and safe landings from aerial movements, in preparation for formal assessment</p> <p>Group/individual dance sequence: Commitment to movement, focus, musicality and spatial awareness between dancer(s)</p> <p>Dance improvisation and composition Composition of a movement sequence (individual, with a partner or in a group), using a theme with a prop</p> <p>Dance theory and literacy Reflect on dance theory and literacy in workbook</p>	<p>Dance performance Mastery of the dance class: Consolidate from previous week</p> <p>Group/individual dance sequence: Commitment to movement, focus, musicality and spatial awareness between dancer(s)</p> <p>Dance improvisation and composition Continue with movement sequence, exploring with a poem, rap, song/music, incorporating composition structures</p> <p>Dance theory and literacy Reflection on own dance experiences. Reflection on topic 2 – movement sequence</p>	<p>Dance performance Practical classwork in preparation for formal assessment task</p> <p>Dance improvisation and composition Movement sequence in preparation for formal assessment task</p> <p>Dance theory and literacy Reflection on own dance experiences and year’s theory work in preparation for formal written assessment</p>	<p>Practical & written formal assessment: Examination</p> <p>Practical formal assessment individual/dance group performance – improvisation and composition: Mastery and performance of a short dance sequence showing commitment to the movement, focus, musicality, spatial awareness between dancer(s) and understanding of composition structures 25 marks assessed with a rubric</p> <p>Written formal assessment (Work from term 3 and 4)</p> <p>Dance performance</p> <p>Dance improvisation and composition</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Terminology • Elements of dance • Safe dance practice • Dance literacy • Composition structures • Self-Reflection <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30% 25 marks assessed with a memorandum</p>		
REQUISITE PRE-KNOWLEDGE	<p>Basic and developing dance technique</p> <p>Understanding concepts such as warm-up; locomotor and non-locomotor movement</p> <p>Basic understanding of dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment, safe dance practices</p> <p>Understanding concepts of improvisation and composition and mastery of dance technique</p>						
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Open and adequate classroom space, CD player, interactive whiteboard, data projector, laptop</p> <p>Props, pictures, photographs, stories, poems, anecdotes, one-liners, video clips, appropriate electronic apps, i.e. EdPuzzle, PowToons, Canva, Book Creator, etc.</p> <p>Lesson plans: https://bit.ly/3k7IRS2</p>						
INFORMAL ASSESSMENT & REMEDIATION	<p>Continuous informal assessment through observation, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</p>						
	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Reflect on term 3’s final dance performance (movement sequence based on a stimulus) by means of journal/ worksheet</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise dance terminology, techniques and skills from previous terms through mind maps/ worksheets/ diagrams/ questionnaires/ educational games, etc.</p>	<p>Use different props as stimuli for learners to explore themes and ideas for movement sequence</p> <p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise dance terminology, techniques and skills from previous terms through mind maps/ worksheets/ diagrams/ questionnaire/ educational games, etc.</p>	<p>Use different stimuli for learners to explore moods and ideas such as props/music/ poetry/quotes/ pictures etc.</p> <p>Observation, side coaching and direction on composition structures: Beginnings and endings, repetition and stillness</p> <p>Workbook: Reflection by means of journal on movement sequence</p>	<p>Practise, observation, side coaching and direction from teacher and peers towards polished dance performance</p> <p>Peers assess movement sequence – worksheet for peer assessment</p> <p>Workbook: Reflection by means of journal on personal dance experiences</p>	<p>Rehearsal, directing by teacher and peers towards polished dance performance</p> <p>Workbook: Reflection by means of journal on final dance performance</p>	<p>Classroom discussion and critical reflection using dance terminology learnt during the past year</p>
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance & written assessment						