

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 12 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<p><b>REVISED CAPS CHAPTER 4</b></p> <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> <p><b>NOTE:</b> ALL CONTENT IN GRADE 12 HAS ALREADY BEEN COVERED IN GRADES 10 AND 11. THE FOCUS IN GRADE 12 IS TO:</p> <ul style="list-style-type: none"> <li>• INFUSE SKILLS, ATTITUDES AND VALUES INTO CONTENT TAUGHT/LEARNT</li> <li>• HOW CONTENT IS LINKED ACROSS AREAS AND TOPICS</li> </ul>	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• Assessment of pre-knowledge in Gr 11</li> <li>• Re-orientation into the FET subject &amp; requirements for term 1</li> <li>• Code of conduct required in Grade 12, to be developed with learners</li> <li>• Attitudes/values</li> <li>• Dance conventions</li> <li>• Grooming</li> <li>• Own practice and self-development</li> <li>• Attendance during &amp; additional lessons after school</li> <li>• Providing textbooks, task books, additional notes &amp; resources, etc.</li> </ul> <p><b>OTHER AREAS TO INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> <li>• It is recommended that learners continue working in the same task book used in Gr 11 for referencing progression in content/topics</li> <li>• Class registers to monitor attendance and progress</li> <li>• Explanation and mediation of compulsory <b>DBE PAT BRIEF AND MARKING GUIDELINE 2023</b> to be done over TWO terms</li> </ul>		<p><b>Seven weeks of teaching and learning</b> <b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school context</b></p> <p><b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Recap of content covered in Grade 11, plus increased focus on the following:</p> <ul style="list-style-type: none"> <li>• Dance conventions &amp; values: Self-discipline, punctuality, preparedness, commitment, responsibility, awareness of &amp; respect towards others</li> <li>• Learning a SET SOLO &amp; technical set class of between 15-20 minutes. This is a summary of the technique achieved over the three-year FET period. The class should show the main principles &amp; characteristics of the dance major</li> <li>• Principles, characteristics &amp; style of the dance major further developed from Grade 11</li> <li>• Safe dance practices: Warming up, cooling down, principles of correct posture, stance &amp; alignment, safe landings, turnout, spotting, etc.</li> <li>• Increased components of fitness: Preparing the body for complex technical exercises</li> <li>• Musicality: Timing &amp; ability to recognise &amp; interpret complex rhythms &amp; genres</li> </ul> <p><b>THEORY AREAS:</b> Learners to write about each area only after experiencing/discussing in the practical class</p> <ul style="list-style-type: none"> <li>• Purpose, principles &amp; procedures for warming up &amp; cooling down linked to injury prevention</li> <li>• Benefits of good nutrition &amp; hydration for dancing (focus, physical &amp; mental health, strength, endurance, recovery, optimal weight, etc.)</li> <li>• Components of fitness: What the components are, how to develop each component, how they affect technique &amp; performance quality, how the components prevent injury</li> <li>• Principles, characteristics &amp; style of dance major understood and applied linked to techniques: Safe dance practices and dance performance</li> <li>• Dance technique explained – linked to injury prevention, enhancing performance quality, neuromuscular skills</li> <li>• Dance terminology – names of steps/principles used in classwork</li> </ul>							<p><b>Two weeks for assessment</b></p> <p><b>SBA – TASK 1:</b> <b>WRITTEN TEST = 50 MARKS (minimum requirement)</b> Set a test paper &amp; 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 CAPS revised chapter 4 namely: Low marks = 30% - recall of content Medium marks = 40% - explaining/describing content High marks = 30% - applying to real-life situations/scenarios etc. The marking guideline must reflect the expected answers, as well as allow for learners' own interpretation/alternative answers Refer to Examination Guidelines 2021-2023 <b>AREAS THAT COULD BE INCLUDED IN THE TERM 1 TEST:</b> <b>SECTION A:</b></p> <ul style="list-style-type: none"> <li>• Purpose, principles, and procedures for warming up and cooling down of a warm-up – injury prevention</li> <li>• Benefits of good nutrition/hydration for dance performance</li> <li>• How components of fitness affect dance performance</li> <li>• Technique: Explaining how safe dance practices prevent injury/enhance performance quality</li> </ul> <p><b>SECTION B:</b></p> <ul style="list-style-type: none"> <li>• Reflection on improvisation/PAT process – how symbolism was used to develop the PAT BRIEF</li> <li>• Visual literacy: Analysis of dance elements</li> <li>• History of dance major – current changes</li> <li>• Dance as a symbolic language – how it is used in theatrical and cultural dance</li> </ul> <p><b>EVALUATION TASK = 50 MARKS (minimum requirement)</b> This is not a practical test, but evaluates the learners' attitudes, values &amp; skills learnt in term 1 and throughout FET period. Refer to the CAPS revised chapter 4 for guidance on what is to be assessed &amp; 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:</b></p> <ul style="list-style-type: none"> <li>• Self-discipline, punctuality, preparedness, attendance during &amp; after school</li> </ul>	
	<p><b>TOPIC 2: IMPROVISATION</b> <b>PAT TASK 1: PROCESS</b> Guide experimentation through improvisation in preparation for choreographing in term 2 <b>PRACTICAL COMPONENT = 25 MARKS</b> Refer to compulsory <b>DBE PAT 2023</b> Improvisation activities to include:</p> <ul style="list-style-type: none"> <li>• Developing critical thinking &amp; problem solving – exploring creative ways to interpret/ conceptualise a variety of stimuli, performance spaces (conventional and non-conventional), multi-disciplinary work and use of technology, etc.</li> <li>• Exploring social, cultural, global &amp; environmental awareness &amp; responsibility</li> <li>• Exploring dance elements &amp; choreographic structures: E.g., beginning, ending, climax, transitions, sequencing, patterning, repetition, stillness, canon, unison, symmetry/asymmetry, dynamics, motifs, etc. to enhance BRIEF</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/leadership/organisational skills</li> </ul>			<p><b>WRITTEN COMPONENT = 25 MARKS</b> Learners to write about each area only after experiencing/discussing in the practical class <u>PAT written work must be completed in a separate journal</u></p> <ul style="list-style-type: none"> <li>• Development of ideas from a starting point through research, analysis &amp; abstraction</li> <li>• Use of symbolism in movement and production elements</li> <li>• Planning and analysis of choreographic structures &amp; dance elements</li> <li>• Planning and analysis for production elements, film/video/performance spaces &amp; music/accompaniment to be used</li> <li>• Reflection/evaluation of the process (self &amp; group) &amp; improvisation activities in preparation for choreographing in term 2</li> <li>• Refer to DBE Performance Assessment Tasks 2023</li> </ul>							
	<p><b>TOPIC 3: DANCE HISTORY AND LITERACY</b></p> <ul style="list-style-type: none"> <li>• Recap of content covered in Grade 11</li> <li>• Deepen understanding of important historical factors in the development of the dance major (past &amp; present)</li> <li>• Functions of dance in society linked to careers, purpose, benefits &amp; value of dance</li> <li>• Dance as a symbolic language past &amp; present in theatre dance, social dance, cultural dance (production elements, costumes/attire, use of colour, props, movement vocabulary, etc.)</li> <li>• Add specific dance terminology based on activities done in term 1 across all topics to glossary</li> </ul>										

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Dance conventions and values understood and applied</li> <li>Fully develop dance skills in the dance major taught</li> <li>Improvisation skills well developed, understood, and applied</li> <li>PAT choreographic skills developed</li> <li>Dance literacy is developed and applied with understanding</li> </ul>				<b>COMPETENCY FRAMEWORK:</b> At this level, learners should be able to use the content knowledge they have acquired in the FET period to address the following areas: <ul style="list-style-type: none"> <li>Values: Commitment, respect, responsibility, self-learning</li> <li>Skills: Composition, creativity, time management, communication, leadership, critical thinking, and problem solving</li> <li>Character and attitude: Self-discipline, focus, working positively with others, punctuality, and preparedness</li> <li>Allow learners a choice of how to develop their PAT journals, e.g., an online journal, online docufilm, video diary, written/typed, PowerPoint, etc.</li> </ul>							<ul style="list-style-type: none"> <li><b>Responsibility, commitment to others/movement/regular practice/improvement</b></li> <li><b>Working effectively as an individual &amp; with others as a member of the team</b></li> <li><b>Positively influencing peers</b></li> <li><b>Development &amp; improvement during the term (all areas)</b></li> <li><b>Any other areas you may wish to include</b></li> </ul>	
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook and teacher guide</li> <li>CAPS revised chapter 4</li> <li>DBE Examination Guidelines 2021-2023 and compulsory DBE PAT 2023 document (paper 2 and choreography)</li> <li>Computers, cell phones and school internet access and YouTube clips for research and to inspire improvisation</li> </ul>				<ul style="list-style-type: none"> <li>Selection of stimuli (images, props, text etc.) to guide and inspire learners in PAT process</li> <li>Task books (Gr 10/11 book): Written learner content and journal for PAT writing (online or book)</li> <li>Extra notes, activities, tasks to enhance learning and past NSC paper 1 examination papers for practice</li> <li>A wide range of music/accompaniment for practical and improvisation lessons</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 deepen learning, understanding, and guide improvement</li> <li>Focus on targeted learning – where are the learners now – where do we need to get them to</li> <li>Can learners link areas across content and topics/apply knowledge to real-life scenarios/situations – high learning skills incorporated into teaching and learning</li> </ul>				<ul style="list-style-type: none"> <li>Marking written work in learner task books and PAT journals to regularly assess what has been understood vs what needs re-teaching/remediation</li> <li>Additional classes after school to provide time for the topics, PAT 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 &amp; PAT</b>	<b>SBA: TASK 1:</b> Written test = 50 marks (minimum requirement) Evaluation task on each learner = 50 marks (minimum requirement)				<b>TASK 4: PAT Choreography Process = 50 marks</b> Refer to CAPS Revised Chapter 4 and DBE PAT assessment tasks 2023								

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 12 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>REVISED CAPS CHAPTER 4</b> • CONTENT • CONCEPTS • SKILLS & COMPETENCIES • VALUES & ATTITUDES	<b>Orientation</b> <ul style="list-style-type: none"> <li>Feedback of term 1 evaluation task &amp; written test</li> <li>Feedback on term 1 PAT process</li> <li>Explanation of PAT product BRIEF and marking requirements</li> <li>Own practice and self-development</li> <li>Action plan developed for gaps in content coverage and work not completed by learners</li> </ul> <p><b>OTHER AREAS TO INCLUDE:</b></p> <ul style="list-style-type: none"> <li>Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> <li>The same task book used in term 1 – for <b>referencing progression in content/topics</b></li> <li>Class registers to monitor attendance and progress</li> </ul>	<p align="center"><b>Seven weeks of teaching and learning</b></p> <p align="center"><b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school context</b></p>						<p align="center"><b>Three weeks of assessment</b></p>			
	<p><b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b> Consolidation of term 1 class work, plus increased focus on the following:</p> <ul style="list-style-type: none"> <li>Application of the dance &amp; choreographic elements learnt in the PAT, to the technical set class</li> <li>Completion of the choreographed set solo of 1–2 minutes in the dance major. Refer to paper 2 requirements in the DBE PAT Assessment Tasks 2023</li> </ul>	<p><b>THEORY AREAS:</b> Learners to write about each area only after experiencing/discussing in the practical class</p> <ul style="list-style-type: none"> <li>Static &amp; dynamic stretching/safe stretching techniques linked to injuries and components of fitness</li> <li>Safe dance practices linked to technique, dance performance, components of fitness, injuries</li> <li>Injuries: Causes, treatment, complications/consequences, prevention, and recovery linked to dance performance and technique, components of fitness Refer to the DBE examination guidelines 2021-2023 for more detail</li> </ul>	<p><b>SBA – TASK 2</b>  <b>WRITTEN TEST/ EXAMINATION = 100 MARKS OR</b>  <b>Control test (minimum requirement)</b>                      Both sections of the paper should be included:                      Low marks = 30% - recall of content                      Medium marks = 40% - explaining/describing content                      High marks = 30% - applying to real-life scenarios situations, opinions, etc.  <b>SECTION A: Safe Dance Practice and Healthcare</b></p> <ul style="list-style-type: none"> <li>Question 1 – Injuries</li> <li>Question 2 – Components of Fitness</li> <li>Question 3 – General Healthcare</li> <li>Question 4 – Dance Performance</li> </ul> <p><b>SECTION B: Dance History and Literacy</b></p> <ul style="list-style-type: none"> <li>Question 5 – Improvisation &amp; Choreography</li> <li>Question 6 – Dance Literacy</li> <li>Question 7 – Prescribed Dance Work</li> <li>Question 8 – Prescribed Choreographer</li> </ul> <p>The examination guidelines include the breakdown of the examination format and necessary content. Refer to the DBE examination guidelines 2021-2023 for further detail</p> <ul style="list-style-type: none"> <li>The marking guideline must show a breakdown of the cognitive levels required in CAPS revised chapter 4.</li> </ul>								
	<p><b>TOPIC 2: CHOREOGRAPHY</b>  <b>PAT TASK 4:</b>  <b>PRACTICAL PRODUCT = 25 MARKS</b>                      Guide learners according to the DBE PAT brief in further structuring and completion of their group dance                      Improvisation exploration continues in preparation for paper 2 external NSC examinations                      Refer to DBE PAT Assessment Tasks 2023 for more detail</p> <p><b>WRITTEN PRODUCT = 25 MARKS</b>                      Learners to write about each area only after experiencing/discussing in the practical class  <b>PAT written work must be completed in a separate journal</b></p> <ul style="list-style-type: none"> <li>One-page programme note</li> <li>Reflection/evaluation of the process (self &amp; group)</li> <li>Reflection: In-depth analysis of how the selection of music/accompaniment affects choreographic process in final product</li> <li>Use of digital literacy and effects of technology on choreography</li> </ul>	<p><b>TOPIC 3: DANCE HISTORY AND LITERACY</b></p> <ul style="list-style-type: none"> <li>Comparison of TWO dance forms, one of which must be African dance</li> <li>Viewing &amp; critical analysis of ONE prescribed dance work: South African or international &amp; in-depth analysis of the work, movement vocabulary, production elements, music/accompaniment, its significance/relevance &amp; symbolism used</li> <li>Critical analysis of ONE prescribed choreographer: South African or international &amp; their contribution to dance/society linked to dance-related careers/functions of dance</li> <li>Continue developing the glossary of specific dance terminology based on activities done in term 2</li> </ul>	<p><b>SECTION B: Dance History and Literacy</b></p> <ul style="list-style-type: none"> <li>Question 5 – Improvisation &amp; Choreography</li> <li>Question 6 – Dance Literacy</li> <li>Question 7 – Prescribed Dance Work</li> <li>Question 8 – Prescribed Choreographer</li> </ul> <p>The examination guidelines include the breakdown of the examination format and necessary content. Refer to the DBE examination guidelines 2021-2023 for further detail</p> <ul style="list-style-type: none"> <li>The marking guideline must show a breakdown of the cognitive levels required in CAPS revised chapter 4.</li> </ul>								
<p><b>REQUISITE PRE-KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Assess pre-knowledge: What was covered in term 1</li> <li>Assess level of practical, improvisation &amp; choreography: Ability/standard achieved in term 1</li> <li>Assess PAT progress &amp; understanding of the BRIEF requirements for the final choreography</li> <li>Assess level of written content &amp; meaningful understanding shown by learners – address areas that show lack of understanding before continuing</li> </ul>	<p><b>COMPETENCY FRAMEWORK:</b>  <b>At this level, learners should be able to use the content knowledge they have acquired in the FET period and apply it to real-life contexts/situations</b></p> <ul style="list-style-type: none"> <li>Values: Commitment, accountability, self-learning</li> <li>Skills: Composition, creativity, time management, communication, leadership, critical thinking, problem solving, use of technology</li> <li>Character and attitude: Leadership, working positively with others, reliability, perseverance</li> </ul>						<p><b>PRACTICAL TEST/EXAMINATION = 100 MARKS OR</b>  <b>Control test</b>                      Learners to perform what they have completed in term 1 and 2:</p> <ul style="list-style-type: none"> <li>Preparation of the 15–20-minute choreographed class to include technique and skills developed over three-year period = 50 marks</li> <li>Preparation of the performance solo = 30 marks</li> <li>Unseen improvisation (stimulus and music to be decided on by teacher) = 20 marks Refer to DBE PAT assessment tasks 2023 for more detail on paper two requirements</li> </ul>				
<p><b>RESOURCES TO ENHANCE LEARNING</b></p> <ul style="list-style-type: none"> <li>Textbook and teacher guide</li> <li>CAPS revised chapter 4</li> <li>DBE examination guidelines</li> <li>DBE PAT Assessment Tasks 2023</li> <li>Video/DVD of prescribed dance work: South African or international (Videos can be ordered from Edumedia if needed (<a href="https://wcedonline.westerncape.gov.za/edumedia">https://wcedonline.westerncape.gov.za/edumedia</a>))</li> </ul>	<ul style="list-style-type: none"> <li>School internet access for researching YouTube clips for identifying different dance forms &amp; developing understanding of principles, characteristics and style of the dance major and inspire improvisation &amp; the PAT product</li> <li>Music &amp; stimuli for practical classes, improvisation and PAT</li> <li>Learner task book and PAT journal (online or book)</li> <li>Cell phones, computers</li> </ul>										
<p><b>INFORMAL ASSESSMENT, REMEDIATION</b></p>	<p><b>ASSESSMENT FOR LEARNING</b></p> <ul style="list-style-type: none"> <li>Instructions/corrections provided during practical &amp; improvisation classes to deepen learning, understanding, and guide improvement</li> <li>Focus on targeted learning – where are the learners now – where do we need to get them to</li> <li>Can learners link areas across content and topics/apply knowledge to real-life scenarios/situations – high learning skills incorporated into teaching and learning</li> </ul>						<ul style="list-style-type: none"> <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 additional time for the topics as needed and further PAT completion</li> </ul>				

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
SBA FORMAL ASSESSMENT & PAT	<b>TASK 2:</b> Mid-year written examination = 100 marks (minimum) OR a control test Mid-year practical examination = 100 marks OR a control test		<b>TASK 4: PAT Choreography Product = 50 marks</b> Refer to CAPS Revised Chapter 4 and DBE PAT Assessment Tasks 2023									



2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 12 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<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>	<b>Orientation</b> <ul style="list-style-type: none"> <li>• Feedback on term 2 examinations/tests</li> <li>• Action plan developed for gaps in content coverage and work not completed by learners</li> </ul> <b>OTHER AREAS TO INCLUDE:</b> <ul style="list-style-type: none"> <li>• Make allowance for different learning styles namely: Visual, auditory, reading and writing, kinaesthetic learning <a href="https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them">https://www.teachinghouse.com/post/the-4-types-of-learning-styles-and-how-you-can-support-them</a></li> <li>• The same task book used in term 2 – for <b>referencing progression in content/topics</b></li> <li>• Class registers to monitor attendance and progress</li> </ul>	<b>Seven weeks of teaching and learning</b> <b>NOTE: Teachers are required to create a detailed weekly planner suitable for their school context</b>						<b>Three weeks for examinations</b>			
	<ul style="list-style-type: none"> <li>• Consolidation, refinement, and mastery of choreographed technical class with attention to detail</li> <li>• Personalisation of the 1-2-minute solo with focus on the following:                             <ul style="list-style-type: none"> <li>• Quality of movement (fluidity, fluency, energy, dynamic variation, musicality &amp; commitment to movement)</li> <li>• Performance skills (focus, timing, phrasing, musicality, accuracy, control, flow of movement, projection, interpretation, expression, exam conventions, performing with others)</li> <li>• Dance technique, principles and movements are internalised, fluent and automatic</li> </ul> </li> </ul>	<b>TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY</b>	<b>THEORY AREAS:</b> Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> <li>• Consolidate theory from terms 1-3</li> <li>• Performance quality, movement quality, movement complexity, musicality</li> <li>• Technique &amp; safe dance practices</li> <li>• Commitment, values and attitudes, stage, and class conventions</li> <li>• <b>Practice answering past DBE exam Paper 1 questions for Topic 1 in Section A</b></li> </ul>	<b>SBA – TASK 3:</b> <b>WRITTEN TRIALS EXAMINATION = 150 MARKS</b> Set a trials examination paper & marking guideline on content, skills, competencies, attitudes & values covered in terms 1–3 The exam should include 2 sections namely: Section A: Safe Dance Practice and Healthcare Section B: Dance History and Literacy (Refer to Examination Guidelines 2021-2023 for further detail) The marking guideline must show the breakdown of cognitive levels required in CAPS revised chapter 4 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 Teachers should refer to past DBE Paper 1 papers to guide the type of questions to include <b>SECTION A: Safe Dance Practice and Healthcare = 60 MARKS</b> Question 1: Injuries = 15 marks Question 2: Components of Fitness = 20 marks Question 3: General Healthcare = 10 marks Question 4: Dance Performance = 15 marks <b>SECTION B: Dance History and Literacy = 90 MARKS</b> Question 5: Improvisation and Choreography = 25 marks Question 6: Dance Literacy = 25 marks Question 7: Prescribed Dance Work = 25 marks Question 8: Prescribed Choreographer = 15 marks Refer to DBE Examination Guidelines 2021-2023 for further detail  <b>EVALUATION TASK:</b> <b>MOCK PRACTICAL EXAMINATION = 100 MARKS</b> Learners do a mock practical examination using the final examination mark sheet & rubric to deepen learner understanding and readiness for the final practical examination requirements The mock examination could be: <ul style="list-style-type: none"> <li>• Performed for the public or Grades 10 &amp; 11 Dance Studies learners prior to the final NSC examination</li> <li>• Done as peer evaluation</li> <li>• Done by the teacher in an examination setting</li> </ul>							
	<ul style="list-style-type: none"> <li>• Developing movement vocabulary using words, symbols, text, sculptures, images, etc.</li> <li>• Dance elements &amp; choreographic structures used creatively in relation to stimulus/theme/concept</li> <li>• Exploration of motifs, gestures, known and unknown movements</li> <li>• Creative interpreting a wide range of music/genres/accompaniment/word/silence</li> </ul> <b>In preparation for final practical paper 2 examination, include the following:</b> <ul style="list-style-type: none"> <li>• Develop working with others/contact work</li> <li>• Develop problem solving &amp; decision-making skills</li> <li>• Conceptualisation &amp; interpretation of a stimulus</li> <li>• Creativity/originality/innovation/take risks</li> <li>• Confidence &amp; performance skills</li> </ul>	<b>TOPIC 2: IMPROVISATION</b> Improvisation activities to include:	<b>THEORY AREAS:</b> Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> <li>• Consolidate theory from terms 1-3</li> <li>• Role of improvisation linked to creativity and composition</li> <li>• Understanding how dance elements and choreographic structures are applied in dance creatively in response to the theme</li> <li>• Analysing stimuli with regards to theme, symbolic meaning, relationships in dance and create suitable movements</li> <li>• Interpret how music/accompaniment enhances performance and symbolic meaning</li> <li>• <b>Practice answering past DBE exam Paper 1 questions for Topic 2 in Section B</b></li> </ul>								
<ul style="list-style-type: none"> <li>• Consolidate theory from terms 1-2</li> <li>• <b>Practice answering past DBE exam Paper 1 questions for Topic 3 in Section B</b></li> </ul>	<b>TOPIC 3: DANCE HISTORY AND LITERACY</b>	<b>THEORY AREAS:</b> Learners to write about each area only after experiencing/discussing in the practical class <ul style="list-style-type: none"> <li>• Consolidate theory from terms 1-3</li> <li>• Role of improvisation linked to creativity and composition</li> <li>• Understanding how dance elements and choreographic structures are applied in dance creatively in response to the theme</li> <li>• Analysing stimuli with regards to theme, symbolic meaning, relationships in dance and create suitable movements</li> <li>• Interpret how music/accompaniment enhances performance and symbolic meaning</li> <li>• <b>Practice answering past DBE exam Paper 1 questions for Topic 2 in Section B</b></li> </ul>									
<b>REQUISITE PRE-KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Application of dance conventions and code of conduct</li> <li>• Demonstrating proficiency and internalisation in technical class and solo requirements: Confidence, recall &amp; accurate reproduction</li> <li>• Deep understanding of improvisation requirements demonstrates readiness for unseen improvisation</li> <li>• PAT requirements completed = 100 marks</li> <li>• Understanding and application of topic 1-3 written content requirements</li> </ul>	<b>COMPETENCY FRAMEWORK:</b> At this level, learners should be able to use the content knowledge they have acquired in the FET period and apply it to real-life contexts/situations <ul style="list-style-type: none"> <li>• Values: Commitment, accountability, self-learning, self-development, compassion, tolerance</li> <li>• Skills: Performance, creativity, communication, leadership, critical thinking, problem-solving, use of technology</li> <li>• Character and attitude: Working positively with others, reliability, perseverance, self-discipline, preparedness</li> </ul>			Refer to revised CAPS chapter 4 DBE 2023 performance assessment tasks for details on paper 2							
<b>RESOURCES TO ENHANCE LEARNING</b> <ul style="list-style-type: none"> <li>• DBE Paper 1 past papers &amp; marking guidelines to assist learner preparation</li> <li>• Learner task book with summary notes to assist learners, study methodologies &amp; tips for effective study</li> <li>• Video/DVD of prescribed dance work for learners to re-view</li> <li>• DBE self-study guidebook</li> </ul>	<ul style="list-style-type: none"> <li>• Music for the set class &amp; solo tested &amp; ready for examinations</li> <li>• Venue for paper 2 practical examinations booked – school/principal informed of examination dates for final NSC examinations</li> <li>• Learners prepared for practical examination: Grooming, requirements &amp; exam etiquette</li> </ul>										

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
<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>• Can learners link areas across content and topics and apply knowledge to real life scenarios/situations - high learning incorporated into teaching and learning</li> </ul>			<ul style="list-style-type: none"> <li>• Additional classes after school to provide time for the topics as needed in preparation for NSC paper 1 and 2 final examinations</li> </ul>								
<b>SBA &amp; FINAL PAPER 2 NSC PRACTICAL EXAMINATION</b>	<b>TASK 3:</b> Refer to CAPS Chapter 4 Refer to examination guidelines 2021-2023 for further details <u>Written trials examination = 150 marks (converted to 100 marks)</u> <u>Evaluation task on each learner done by teacher/peers = 100 marks (mock practical examination: focus on feedback for improvement in final practical examination)</u>			<b>TASK 5:</b> FINAL NSC PAPER 2 PRACTICAL EXAMINATION = 100 marks <b>NOTE:</b> The final NSC practical examination paper 2 in Grade 12 takes place between August & September. The examination is internally set & externally marked & moderated. See CAPS revised CAPS Chapter 4 & DBE Performance Assessment tasks – Paper 2 requirements Schools to book a day/s for practical examinations - PROVINCIAL								

2023/24 ANNUAL TEACHING PLANS: DANCE STUDIES: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
<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>	<b>Orientation</b>  <ul style="list-style-type: none"> <li>• Feedback on term 3 written trials examination</li> </ul> <p>Strategies for written exam readiness &amp; improvement could include:</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>• Mediating the format of the paper</li> <li>• Consolidation &amp; revision of any work not completed in terms 1-3</li> </ul>	<b>Two weeks of revision</b>  <b>TOPIC 1: PRACTICAL PERFORMANCE</b> <ul style="list-style-type: none"> <li>• Completed in term 3 – no further practical classes</li> <li>• <b>Revise theory component</b></li> </ul> <b>TOPIC 2: IMPROVISATION</b> <ul style="list-style-type: none"> <li>• Completed in term 3 – no further improvisation classes</li> <li>• <b>Revise theory component</b></li> </ul> <b>TOPIC 3: DANCE HISTORY AND LITERACY</b> <ul style="list-style-type: none"> <li>• Paper 1 – preparation for final NSC Paper 1 examination</li> <li>• Provide learners with revision resource material:                             <ul style="list-style-type: none"> <li>• NSC past papers</li> <li>• DBE self-study guide</li> <li>• Mediate revision material with learners</li> </ul> </li> </ul>		<b>FINAL NSC EXAMINATIONS – ALL SUBJECTS</b>							
					<b>WRITTEN FINAL NSC EXAMINATION PAPER 1 = 150 MARKS</b> <u>Date according to DBE examination timetable</u> <b>SECTION A: SAFE DANCE PRACTICE AND HEALTHCARE = 60 MARKS</b> Question 1: Injuries = 15 marks Question 2: Components of Fitness = 20 marks Question 3: General Healthcare = 10 marks Question 4: Dance Performance = 15 marks <b>SECTION B: DANCE HISTORY AND LITERACY 90 MARKS</b> Question 5: Improvisation and Choreography = 25 marks Question 6: Dance Literacy = 25 marks Question 7: Prescribed Dance Work = 25 marks Question 8: Prescribed Choreographer = 15 marks <b>GRADE 12 THEORY REVISION SESSIONS SHOULD BE IN PLACE BEFORE FINAL WRITTEN PAPER COMMENCES</b> <b>NOTE: Refer to Examination Guidelines (National Recovery Plan) Dance Studies 2021-2023 to ensure all content has been covered in the eight questions that will appear in the NSC paper 1</b>						
	<b>FINAL END OF YEAR NSC WRITTEN EXAMINATIONS</b>	<b>TASK 5:</b> Written examination NSC paper 1 = 150 marks									