

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 8 (TERM 1)

TERM 1	WEEK 1-2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11	
CAPS TOPICS	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 Dance improvisation and composition dance theory and literacy	Dance performance Dance improvisation and composition	Dance performance Dance improvisation and composition	
CONCEPTS, SKILLS AND VALUES	Dance theory and literacy Baseline assessment: This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 7 The baseline could include the following, and is not limited to: <ul style="list-style-type: none"> • Practical/performance activities (exercises) exploring different dance elements: space, time, force • Participation in short dance sequence • Classroom discussion (verbal question and answer, group discussions) on basic dance elements • A quiz, online competition/ educational games • Identifying dance movements through visual aids • Mind map of code of conduct • Educational games • Worksheets 	Dance performance 1. Dance conventions: Setting a safe environment 2. Warm up: Locomotors, creating a safe environment 3. Floor work: Core stability exercise: Strengthening back, abdominal muscles 4. Cooling down with imagery Dance improvisation and composition Basic locomotor movements, varying space and direction: Walk & run, skip, hop, jump, slide, gallop, leap Dance theory and literacy <ul style="list-style-type: none"> • Dance terminology • Locomotor & non-locomotor movement terms 	Dance performance 1. Dance conventions: Continues with establishing a code of conduct 2. Warm up: Explore various locomotors and non-locomotors in combination varying in tempo as for topic 2 3. Floor work: Continues with focus on breathing and curving and lengthening of the spine 4. Travelling movement combinations across the floor 5. Cooling down with imagery Dance theory and literacy <ul style="list-style-type: none"> • Dance terminology • Code of conduct: Poster 	Dance performance 1. Warm up: Locomotors & non-locomotors with change of direction as for topic 2 2. Leg muscles and joint strengthening and mobility: Knee bends and rises in parallel and turned-out 3. Articulation of feet and mobility of ankle and knee joints: Foot isolations 4. Travelling movement combinations across the floor & changing directions 5. Cooling down with safe, slow stretching Dance theory and literacy <ul style="list-style-type: none"> • Dance terminology • Locomotor and non-locomotor movements 	Dance performance 1. Warm up: With change of direction and focus 2. Leg muscles and joint strengthening and mobility: Continues with low leg extensions/brushes 3. Articulation of feet and mobility of ankle and knee joints: With small jumps and safe landings 4. Cooling down with imagery and safe, slow stretching Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo	Dance performance 1. Warm up 2. Floor work 3. Leg muscles and joint strengthening and mobility 4. Articulation of feet and mobility of ankle and knee joints 5. Travelling movement combinations 6. Cooling down Dance improvisation and composition Continue developing a short dance sequence Dance theory and literacy Dance terminology	Dance performance Preparation towards the FAT (Formal Assessment Task) Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo	Formal practical assessment task (FAT) Dance performance Dance improvisation and composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempo 25 marks assessed with a rubric	
REQUISITE PRE-KNOWLEDGE	Basic and developing dance technique Understanding concepts such as code of conduct, warm-up, locomotor and non-locomotor movements Basic understanding of dance elements such as time, space, safe landings Understanding and application towards correct posture and alignment							Preparation towards dance performance during past 8 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. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35 Lesson plans: https://bit.ly/37WLphE							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: Mind map on code of conduct in the dance class – discussion, negotiation and ideas for generating a class poster	Workbook: Mind map/ worksheet/ diagram on elements of dance explored in grade 7	Workbook: Reflection by means of journal on locomotor and non-locomotor movements and terminology	Workbook: Code of conduct in the dance class: Generating a class poster, reflection on new dance terminology by means of journal/ worksheet/ mind map	Observation, side coaching and direction by teacher to continuously improve technique Workbook: Diagram on dance elements The importance of warm up and cooling down	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: Diagram on dance elements	Teacher guidance towards dance performance. Peer assessment on locomotor & non-locomotor combinations. Workbook: Worksheet for peer assessment	Rehearsal, directing by teacher and peers towards polished dance performance. Workbook: Worksheet for reflecting on dance performance	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 8 (TERM 2)

TERM 2	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9-10	WEEK 11	
CAPS TOPICS	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	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 term 1 work</p> <p>1. Warm up: Revise routine from term 1.</p> <p>2. Floor work: Revise core stability for strengthening back & stomach muscles, focusing on breathing</p> <p>3. Leg muscles and joint strengthening & mobility: Knee bend & rises in parallel and turned out position</p> <p>4. Simple turns with eye focus: Using hand gesture, articulation and coordination</p> <p>5. Cooling down with slow safe stretching as in term 1 with focus on breathing</p> <p>Dance theory and literacy Revision of term 1 work Code of conduct – refer to class poster and workbook</p>	<p>Dance performance</p> <p>1. Warm up: Building onto the routine focusing on good posture</p> <p>2. Floor work: Developing strength and mobility in the hips and feet</p> <p>3. Leg muscles and joint strengthening & mobility: Revise from term 1 and add lunges</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations</p> <p>5. Simple turns with eye focus: Continue using hand gesture, articulation and coordination</p> <p>6. Cooling down with gradual reduction in speed</p> <p>Dance improvisation and composition Explore dance element of time – slow motion and double time</p> <p>Dance theory and literacy The purpose of warming up</p>	<p>Dance performance</p> <p>1. Warm up: Continues focusing on alignment</p> <p>2. Floor work: Continues with focus on transfer of weight</p> <p>3. Leg muscles and joint strengthening & mobility: Add leg lifts</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Add small jumps off two feet landing on two feet with rhythmic patterns</p> <p>5. Aerial/travelling movements: Moving across the space using a range of music genres and rhythms</p> <p>6. Cooling down with gradual reduction in size of movements</p> <p>Dance improvisation and composition Steps from a social or popular dance style</p> <p>Dance theory and literacy The purpose of cooling down</p>	<p>Dance performance</p> <p>1. Warm up: Routine established</p> <p>2. Floor work: Add lunges and steps in all directions</p> <p>3. Leg muscles and joint strengthening & mobility: Add kicks with hand coordination</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Add safe landing</p> <p>5. Aerial/travelling movements: Moving across the space using a range of music genres and rhythms using leading and following as in topic 2</p> <p>6. Cooling down with reduction of speed and size of stretching</p> <p>Dance improvisation and composition Steps from a social or popular dance style</p> <p>Dance theory and literacy</p> <ul style="list-style-type: none"> • Dance terminology • Dance elements • Revise work from term 1 and 2 	<p>Dance performance Preparation towards the FAT (Formal assessment task)</p> <p>1. Warm up</p> <p>2. Floor work</p> <p>3. Leg muscles and joint strength & mobility</p> <p>4. Articulation of feet & mobility of ankle & knee joints</p> <p>5. Simple turns</p> <p>6. Cool down</p> <p>Dance improvisation and composition Steps from a social or popular dance style</p>	<p>Practical & written formal assessment: Test</p> <p>Practical formal assessment: Dance group performance – improvisation and composition: Steps from a social or popular dance 25 marks assessed with a rubric</p> <p>Written formal assessment (Work from term 1 and 2)</p> <p>Dance performance Dance improvisation and composition Dance theory and literacy</p> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p> <p>25 marks assessed with a memorandum</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>Learning steps from a social or popular 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>https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35</p> <p>Lesson plans: https://bit.ly/3qjM0m3</p>					<p>Appropriate performance space: classroom, hall, stage, etc. / CD player</p> <p>Video camera / cell phone camera (optional)</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>Workbook: Revise code of conduct and dance terminology from term 1 through worksheet or diagram</p>	<p>Workbook: Mind map of skills and techniques explored in floor work</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Reflection by means of journal on purpose of warm up</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Explore dance element of time through mind map/worksheet/diagram</p>	<p>Observation, side coaching and direction on safe landing, jumps, etc.</p> <p>Workbook: Reflection by means of journal on purpose of cool down</p>	<p>Teacher guidance towards dance performance</p> <p>Peer assessment on dance improvisation and composition</p> <p>Workbook: Worksheet for peer assessment</p>	<p>Rehearsal, directing by teacher and peers towards polished dance performance.</p> <p>Workbook: Worksheet for reflecting on dance performance</p> <p>Classroom discussion and critical reflection using dance terminology learnt during past weeks</p>
SBA (FORMAL ASSESSMENT)	<p>Formal assessment task: Dance performance & written assessment</p>						

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 8 (TERM 3)

TERM 3	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 9	WEEK 10-11
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 Dance improvisation and composition
CONCEPTS, SKILLS AND VALUES	<p>Dance performance</p> <p>Dance conventions: Consolidation of term 1 and 2 work</p> <p>1. Warm up: Add spinal rolls to routine</p> <p>2. Floor work: Developing strength and mobility in hips and feet</p> <p>3. Leg muscles and joint strengthening & mobility: Knee bends, rises, lunges, leg lifts and kicks</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations and small jumps, off two feet and landing on two feet with rhythmic patterns, focusing on safe landings</p> <p>5. Aerial/travelling movements: Moving across the space using a range of music genre and rhythms</p> <p>6. Cooling down with gradual reduction of speed and size of movements</p> <p>Dance improvisation and composition</p> <p>Dance elements: Time – slow motion, double time, varying accents and polyrhythms</p> <p>Dance theory and literacy</p> <p>Purpose of warming up and cooling down</p>	<p>Dance performance</p> <p>1. Warm up: Add side bends, still focusing on posture and alignment</p> <p>2. Floor work: Add arm mobilisation, positions and sequences</p> <p>3. Leg muscles and joint strengthening & mobility: Add knee bends and rises with balance</p> <p>4. Transfer of weight with turns: Lunges and steps in all directions, simple turns with eye focus</p> <p>5. Articulation of the feet and mobility of the ankle and knee joints: Add jumps off two feet landing on one foot</p> <p>6. Learning a short dance sequence focusing on teamwork (if possible)</p> <p>7. Cooling down with added stretches</p> <p>Dance improvisation and composition</p> <p>Exploration of dance elements: Space – symmetry, asymmetry and patterning</p> <p>Dance theory and literacy</p> <p>Discussion of social or popular dance: Origin, characteristics, effect on dancers and audience</p>	<p>Dance performance</p> <p>1. Warm up: Add swinging arms and circling different body parts</p> <p>2. Leg muscles and joint strengthening & mobility: Add circular leg movements</p> <p>3. Transfer of weight with turns: Transfer of weight combinations with rhythmic variations and turns on one leg with eye focus</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Add small jumps off one-foot landing on one foot</p> <p>5. Aerial/travelling movements: E.g. gallop, step hop and leap</p> <p>6. Learning a short dance sequence focusing on presentation skills</p> <p>7. Cooling down through stretching and relaxation exercises with soft gentle music</p> <p>Dance improvisation and composition</p> <p>Exploration of dance elements: Force – how the use of energy/force affects the quality of dance movement, weight, gravity</p> <p>Dance theory and literacy</p> <p>Dance and related careers – research and presentations</p>	<p>Dance performance</p> <p>1. Warm up: Spinal rolls, side bends focusing on posture and alignment, arm swings and circling different body parts</p> <p>2. Leg muscles and joint strengthening & mobility: Add kicks in all directions</p> <p>3. Transfer of weight with turns: Lunges and steps in all directions, combinations with rhythmic variations and turns on one leg with eye focus</p> <p>4. Articulation of the feet and mobility of the ankle and knee joints: Foot isolations and small jumps, off two feet and landing on one foot and off one-foot landing on one foot with focusing on safe landings</p> <p>5. Aerial/travelling movements: E.g. gallops, step hops and leaps</p> <p>6. Steps and sequence from a social or popular dance style</p> <p>7. Cooling down through stretching and relaxation exercises with soft gentle music</p> <p>Dance improvisation and composition</p> <p>Exploration of dance elements: Time, space and force</p> <p>Dance theory and literacy</p> <p>Dance and related careers – research and presentations</p>	<p>Dance performance</p> <p>Preparation towards the FAT (Formal assessment task)</p> <p>Dance improvisation and composition</p> <p>Composition of a short dance sequence combining dance elements of space, time and force with use of varying directions, levels and tempo</p>	<p>Formal practical assessment task (FAT)</p> <p>Dance performance</p> <p>Dance improvisation and composition</p> <p>Composition of a short dance sequence combining dance elements of space, time and force with use of varying directions, levels and tempo</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>Learning a short dance sequence</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>https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35</p> <p>Lesson plans: https://bit.ly/36nNNPa</p>				<p>Appropriate performance space: classroom, hall, stage, etc.</p> <p>CD player, video camera, cell phone camera (optional)</p>	

TERM 3	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 in the dance class Dance Elements such as time Purpose of warm up and cool down through mind maps/ worksheets/ diagrams/ questionnaire/ educational games, etc.	Workbook: Revise and explore floor work skills Dance element of time through mind maps/ worksheets/ diagrams/ questionnaire/ educational games, etc.	Observation, side coaching and direction by teacher to continuously improve technique Workbook: explore the dance element of space through mind map/ worksheet/ diagram	Present visual aids of social of popular dance Class discussion and worksheet/ questionnaire on the impact of the specific dance	Observation, side coaching and direction on safe landing, spotting, jumps, etc. Workbook: Explore the dance element of force through mind map/ worksheet/ diagram	Workbook: Research on and preparation of dance and related careers Visual aids such as magazines/ newspapers/ digital resources etc.	Observation, side coaching and guidance towards dance performance Peer reflection on dance sequence through worksheet/ questionnaire. Rehearsal, directing by teacher and peers towards polished dance performance	Classroom discussion and critical reflection using dance terminology learnt during past weeks Workbook: Reflection by means of journal on dance performance
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance							

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (DANCE): GRADE 8 (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 Consolidation of work done in previous terms</p> <ol style="list-style-type: none"> Warm up: Consolidation of previous terms Cooling down: Consolidation of previous terms Mastery of the dance class: Attention to detail, correct posture, correct alignment, safe landings from aerial movements <p>Dance theory and literacy Revision of dance theory and literacy from previous terms</p>	<p>Dance performance</p> <ol style="list-style-type: none"> Warm up: Consolidation of previous terms Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts <p>Dance theory and literacy Revision of dance theory and literacy from previous terms</p>	<p>Dance performance</p> <ol style="list-style-type: none"> Warm up: Consolidation of previous terms Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts <p>Dance improvisation and composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought</p> <p>Dance theory and literacy Reflection on own dance experiences</p>	<p>Dance performance</p> <ol style="list-style-type: none"> Warm up: Consolidation of previous terms Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts <p>Dance improvisation and composition Composition of a movement sequence that uses gestures to explore an idea, mood or thought</p> <p>Dance theory and literacy Reflection on own dance experiences</p>	<p>Practical & written formal assessment: Examination</p> <p>Practical formal assessment</p> <p>Dance group performance – improvisation and composition: Mastery and performance of a short dance sequence showing commitment to the movement, attention to detail, timing and spatial awareness</p> <p>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> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p> <p>25 marks assessed with a memorandum</p>		
REQUISITE PRE-KNOWLEDGE	<p>Basic and developing dance technique</p> <p>Understanding concepts such as warm-up, cool down, 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>Mastery of dance technique</p> <p>Exploration of dance concepts</p> <p>Reflecting on practices</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>https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35</p> <p>Lesson plans: https://bit.ly/3k7IRS2</p>						
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.						
	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise locomotor and non-locomotor movements through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise skills and techniques in floorwork through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise the importance and purpose of warm up through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise the importance and purpose of cool down through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.</p>	<p>Observation, side coaching and direction by teacher to continuously improve technique</p> <p>Workbook: Revise dance elements through mind map/ worksheet/ diagram/ educational games/ questionnaire, etc.</p>	<p>Teacher guidance towards dance performance</p> <p>Workbook: Peers reflect on dance composition through worksheet or questionnaire</p>	<p>Rehearsal, directing by teacher and peers towards polished dance performance</p> <p>Workbook: Reflection by means of journal on dance performance</p>
SBA (FORMAL ASSESSMENT)	Formal assessment task: Dance performance & written assessment						