

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)
Revised CAPS Chapter 4 • <i>Content</i> • <i>Concepts</i> • <i>Skills & Competencies</i> • <i>Values & Attitudes</i> <i>Dates of proposed school calendar may change according to Covid circumstances in 2021</i>	<ul style="list-style-type: none">Assessment of pre-knowledge in Grade 10Re-orientation into the FET subject & requirementsIntroduction to each of the TopicsCode of conduct required in the subject; developed with learnersDance conventions, attitudes & valuesGroomingAttendance during & additional lessons after schoolProviding textbooks, task books, additional notes & resources, etc.		TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY Recap of content covered in grade 10 plus increased focus on the following: <ul style="list-style-type: none">Class etiquette, awareness of others in the space, clarity of direction, working safely with othersSafe dance practice: warming up, principles of correct posture, stance & alignmentTechnical exercises in the dance major that build components of fitnessPrinciples/characteristics/style of the dance major further developed from Grade 10Articulation of the feet, building strength & agility, jumps/footwork sequences in the dance major with safe landingsIncreased complexity of turns/spottingTravelling & aerial movement combinations across the floor, changing directionsCooling down/relaxation techniques & safe stretching exercises to increase flexibility			THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none">Warm up & cool down, relaxation techniques & safe stretchingCorrect posture, stance & alignmentDefining components of fitnessPrinciples, characteristics & style of the dance majorBasic knowledge of the skeleton: linked to types of synovial joints. Range/types of movement: linked to flexibilityStructure, movement & safe use of the spine: linked to core stability & posture, stance & alignmentDance terminology – names of steps used in classwork			SBA – TASK 1: WRITTEN TEST = 25 MARKS 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 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. AREAS THAT COULD BE INCLUDED IN THE TERM 1 TEST: SECTION A = 10 MARKS <ul style="list-style-type: none">Purpose of a warm up/cool downApplication of correct posture, stance & alignmentSkeleton, joints & anatomical movementsSafe use of the spine SECTION B = 15 MARKS <ul style="list-style-type: none">Reflection on improvisationPerformance spacesHistory of the dance majorFunctions & value of dance in society EVALUATION TASK = 25 MARKS Evaluate the learners’ attitudes, values & skills, competencies learnt in Term 1/Grade 10. Refer to the CAPS revised Chapter 4 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. AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC ARE: <ul style="list-style-type: none">Application of the code of conductGreeting/appreciationRespecting others, dance space, teacher, dance conventionsGrooming in the dance classDevelopment & improvement during the termAttendance during & after school/additional lessons (commitment, discipline, reliability & responsibility)Interest in the subject (commitment & focus)Preparedness for each lessonRecall of practical exercises taught/practice	
			TOPIC 2: IMPROVISATION Recap of content covered in Grade 10 plus increased focus on the following: Improvisation activities to include: <ul style="list-style-type: none">Building self-confidence & trust in peers (making eye contact, spatial awareness, exploration of relationships with others)Exploring motifs, phrasing & stylised gesturesExploring a wide range of music/genres/accompaniment/silenceExploring conventional vs non-conventional spacesDeveloping creativity: e.g. working with props, unusual spaces, images, text, etc.Developing problem solving & decision-making skills			THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none">Learners interpretation of their understanding of improvisation i.e. what is it and what is it about?Reflection on how improvisation activities felt – what learners enjoyed vs what were they fearful about & whyPerformance spaces that can be used in choreography:<ul style="list-style-type: none">ConventionalNon-conventional				
			TOPIC 3: DANCE HISTORY AND LITERACY <ul style="list-style-type: none">Recap of content covered in Grade 10Develop further understanding of history of the dance majorFunctions of dance in society: linked to careers, purpose & value of danceBenefits of dance: linked to health, fitness, mental stability, cognitive levels, creativity, problem solving, time management, discipline, working with others, respect, etc.Dance symbolism (cultural vs theatrical dance)Start a glossary of specific dance terminology based on activities done in Term 1							
Requisite pre-knowledge	<ul style="list-style-type: none">Assess pre-knowledge & what was covered in Grade 10Assess level of practical ability/standard: pitch Term 1 practical classes accordinglyAssess level of improvisation standard/knowledge of choreographingAssess gaps in theory/practical content (refer progress report of all content not covered in 2020)					RECOVERY PLAN COULD INCLUDE: <ul style="list-style-type: none">Additional lesson after school every 2nd weekZoom/MST virtual classSaturday class: virtual, or in-person at schoolDevelop writing skills – task book feedback & dance terminology				
Resources to enhance learning	<ul style="list-style-type: none">Task books: written learner contentExtra notes, activities, tasks to enhance learningWide selection of music appropriate for Grade 11Improvisation stimuli (e.g. chairs, images, props, words, etc.)Bloom’s & Dave’s taxonomies, materials on 21st Century teaching & learning									
Informal Assessment; Remediation	ASSESSMENT FOR LEARNING: <ul style="list-style-type: none">Instructions/ corrections provided during practical & improvisation classes to guide improvementMarking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediationIdentifying learners with learning barriers & addressing this with the school for remediationAdditional classes after school to provide time for the topics as neededCreating a WhatsApp group to send important messages, homework, reminders, lessons & encouragement to learners									
SBA Formal Assessment	TASK 1: Written test = 25 marks Evaluation task on each learner = 25 marks									

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

SBA & PAT CONTINUED ON NEXT PAGE

SBA Formal Assessment & PAT	TASK 2: Written test = 25 marks Practical test = 25 marks	<div> <div> TASK 4: PAT Choreography & Improvisation PROCESS = 60 MARKS Refer to <i>CAPS revised Chapter 4</i> </div> <div> PRACTICAL PROCESS COULD INCLUDE: 30 marks <ul style="list-style-type: none"> • Improvisation, experimentation & conceptualisation • Collaboration & communication • Critical thinking & problem solving • Self-management & accountability • Digital literacy </div> <div> WRITTEN PROCESS COULD INCLUDE: 30 marks <ul style="list-style-type: none"> • Investigation/research • Dance elements & choreographic structures • Reflection (group & self) • Language & communication skills • Reading & writing skills </div> </div>
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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)
<div>Revised CAPS Chapter 4</div> <div><ul style="list-style-type: none">ContentConceptsSkills & CompetenciesValues & Attitudes</div> <div>Dates of proposed school calendar may change according to Covid circumstances in 2021</div>	<ul style="list-style-type: none">Recap of code of conduct, conventions & values, groomingAssessment of pre-knowledge in Term 2Feedback on Term 2 SBA testsExplanation of PAT choreography final productCatch up of work not completed in Term 2	TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY <ul style="list-style-type: none">Consolidation of Term 1 & 2 class work plus increased focus on the following:Increased application of life skills: self-discipline, focus, commitment, etc.Increased ability to recall & accurately reproduce dance exercises & sequencesIncreased complexity of dance vocabulary in the dance major (steps, sequences, patterns, with variations in the dynamics of speed & energy)Increased musicality & performance qualityStart learning a group dance (<i>in dance major or a ceremonial African dance</i>)					THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none">Principles & characteristics of dance majorSafe dance practicesDeveloping musicality & performance skillsInjuries: causes, prevention & care linked to appropriate dance environment, correct dance technique, components of fitness			<div>SBA – TASK 3:</div> <div>EVALUATION TASK = 25 MARKS</div> <div>Evaluate the learners' <i>attitudes, values, skills, competencies</i> learnt in Terms 1-3. Refer to the CAPS revised Chapter 4 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.</div> <div>AREAS THAT COULD BE INCLUDED IN THE TERM 3 EVALUATION TASK RUBRIC:</div> <div><ul style="list-style-type: none">Application of the code of conduct (attitudes & values, competencies)Class & exam etiquetteWorking safely with othersWorking effectively as an individual & with others as a member of a teamIdentifying & solving problems, making decisions using critical & creative thinkingDevelopment & improvementAttendance during school & after school/additional lessonsFocus & commitment</div> <div>RESEARCH TASK = 25 MARKS</div> <div>Develop a learner brief outlining the process & final product for the research task.</div> <div>It may be of assistance to provided suitable choices for current South African dance works for learners to choose from; as well as reliable internet sites to assist learners in getting started.</div> <div>Create a marking rubric outlining what is to be expected for low/medium/high presentations. Learners should receive the marking rubric at the start the research task. Refer to CAPS revised Chapter 4.</div> <div>ASSESSMENT CRITERIA THAT COULD BE INCLUDED IN THE RESEARCH TASK:</div> <div>Pre-planning = 10 or 15 marks</div> <div><ul style="list-style-type: none">Selection of a suitable topicCollecting information from a variety of sites, books, sources, etc.Own interpretation for presentation of the research informationEditing what to include/omit (editing/mind mapping, etc.)Referencing information</div> <div>Final product = 10 or 15 marks</div> <div><ul style="list-style-type: none">Oral/video/Power Point/written, story book/poster, other, etc.Use of language, writing/oral/design skills</div>	
		TOPIC 2: CHOREOGRAPHY					WRITTEN COMPONENT = 20 marks				
		PAT TASK 4: PRODUCT					Learners to write about each area only after experiencing/ discussing in the practical class				
		PRACTICAL COMPONENT = 20 marks					Learners to write about each area only after experiencing/ discussing in the practical class				
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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)
<div>Revised CAPS Chapter 4</div> <div><ul style="list-style-type: none">ContentConceptsSkills & CompetenciesValues & Attitudes</div> <div>Dates of proposed school calendar may change according to Covid circumstances in 2021</div>	<div><ul style="list-style-type: none">Feedback on Term 3 research & evaluation task</div> <div>Strategies for written exam readiness could include:</div> <div><ul style="list-style-type: none">Explaining cognitive levelsHow to interpret questions/how much to writeIdentifying action verbsFormat of the question paperConsolidation & catch up of any outstanding work Terms 1 – 3</div>	TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY <ul style="list-style-type: none">Consolidation of Term 1 - 3 class work plusMastery of class work for exam presentationApplication of safe dance practicesAttention to detailIncreasing range of movement & complexityApplication of developed principles/characteristics in dance majorMusicality & performance skillsMastery of group dance (2 minutes) for presentation in the examination: focus on timing, varied dynamics, commitment to movement, focus & performance skills				THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class <ul style="list-style-type: none">Nutrition & hydration linked to components of fitnessReflection on group dance in dance major or ceremonial African danceRevision of all written content Terms 1 – 3Re-teaching of sections not well understood		<div>FINAL EXAMINATIONS – TASK 5:</div> <div>PRACTICAL EXAMINATION = 100 MARKS</div> <div>Learners to be examined in groups of no more than 6 learners at a time. Develop a marking rubric outlining which content, skills, competencies, attitudes & values to be assessed & how marks will be awarded. Refer to CAPS revised Chapter 4. The examination should consist of the following areas in each section:</div> <div>TECHNICAL CLASSWORK = 50 marks</div> <div><ul style="list-style-type: none">Mastery of class workApplication of safe dance practicesAttention to detailIncreasing range of movement & complexityApplication of developed principles/characteristics in dance majorMusicality & performance skills</div> <div>GROUP DANCE = 30 marks approximately 2 minutes (In dance major OR a traditional indigenous African dance e.g. Domba/ Indlamu, etc.)</div> <div><ul style="list-style-type: none">Beginning & endingTiming, varied dynamics, commitment to movementFocus & performance skillsTeamwork</div> <div>UNSEEN IMPROVISATION = 20 marks (Learners can perform alone or in groups)</div> <div><ul style="list-style-type: none">Ability to interpret a stimulus & conceptualiseInterpretation of music/accompanimentCreativity/originality/movement vocabularyConfidence & performance skills</div> <div>WRITTEN EXAMINATION = 100 MARKS</div> <div>Set an examination paper & marking guideline on <i>content, skills, competencies, attitudes & 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 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. Core content should be included.</div> <div>AREAS THAT COULD BE INCLUDED IN THE TERM 4 EXAMINATION:</div> <div>SECTION A = 40 MARKS</div> <div><ul style="list-style-type: none">Safe dance practices: e.g. warming up/cooling down/spotting/turn out/safe landings, etc.How to develop components of fitnessNutrition & hydrationPrinciples/characteristics of the dance major/comparison of dance formsPerformance skills/musicality – reflection on what has been learnt in the practical class/improvement, etc.</div> <div>SECTION B = 60 MARKS</div> <div><ul style="list-style-type: none">Dance elements & choreographic structures/performance spacesImprovisationReflection of PAT processHistory of the dance major/functions of danceAnalysis of a prescribed dance work, synopsis/theme/intent, movement vocabulary, production elements, music/accompaniment & symbolism usedAnalysis of a choreographer & contribution to dance/society</div>		
		TOPIC 2: IMPROVISATION				THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class				
		TOPIC 3: DANCE HISTORY AND LITERACY								
Requisite pre-knowledge	<div><ul style="list-style-type: none">Assess pre- knowledge: what was covered in Term 3Assess level of written content & meaningful understanding shown by learners – address areas that show lack of understanding</div>				RECOVERY PLAN COULD INCLUDE: <ul style="list-style-type: none">Additional opportunities for improvement in research & written PAT tasks					
Resources to enhance learning	<div><ul style="list-style-type: none">Video/DVD of the dance work studied in Term 2Marking rubric for practical examinations – to be mediated with learnersContent guidelines for written examination – cognitive levels, format & content of the examination to be mediated with learnersSending additional work for learners via WhatsApp to assist in study methodologies</div>									
Informal Assessment; Remediation	ASSESSMENT FOR LEARNING: <ul style="list-style-type: none">Instructions/corrections provided during practical & improvisation classes to guide improvementMarking written work in learner task books to evaluate gaps in curriculum coverageAdditional classes after to school to provide additional time for the topics as neededAdditional time for work not completed by learners									
FINAL END OF YEAR EXAMINATIONS	TASK 5: Written examination = 100 marks Practical examination = 100 marks									