2021 National Recovery ATP Grade 11 Dance Studies

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

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8			
(46 days)	(27 – 29 Jan)	(1 – 5 Feb)	(8 – 12 Feb)	(15 - 19 Feb)	(22 - 26 Feb)	(1 – 5 Mar		(8 - 12 March)	(15 - 19 March)			
(10 44, 50)	((,		(()	(, , , , , , , , , , , , , , , , , , ,	•,		(10 10 1101)			
	Assessme	nt of pre-	TOPIC 1: PRACTICAL DA	NCE CLASS AND	NTEGRATED THEORY		THEO	DRY AREAS: Learners t	o write about each area only			
Revised		in Grade 10	Recap of content covered	Recap of content covered in grade 10 plus increased focus on the following:					after experiencing/ discussing in the practical class			
CAPS	Re-orienta	tion into the FET	 Class etiquette, awareness of others in the space, clarity of direction, working Warm up & cool down, relaxation techniques & safe 									
Chapter 4		requirements	safely with others			-	S	stretching				
	-	n to each of the	Safe dance practice: warming up, principles of correct posture, stance & alignment Orrect posture, stance & alignment									
. Comtont	Topics		Technical exercises in	Technical exercises in the dance major that build components of fitness Defining components of fitness								
Content	Code of co	onduct required in	Principles/characteristics/style of the dance major further developed from Grade 10 Principles, characteristics & style of the dance major									
 Concepts Skills & 	the subject	t; developed with	Articulation of the feet, building strength & agility, jumps/footwork sequences in the Basic knowledge of the skeleton: linked to types of									
Competencies	learners		dance major with safe landings synovial joints. Range/types of movement: linked to									
 Values & 	Dance con	,	Increased complexity					lexibility				
Attitudes	attitudes &	values			s across the floor, changin	•						
Alliudoo	Grooming			on techniques & safe	e stretching exercises to in	crease		core stability & posture, st	-			
Dates of	Attendance	•	flexibility				 Dance terminology – names of steps used in classwork 					
proposed		lessons after	TOPIC 2: IMPROVISATION					THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class				
school calendar	school	authoples tools	Recap of content covered in Grade 10 plus increased focus on the following:									
may change		extbooks, task ditional notes &	Improvisation activities to include: • Learners interpretation of t						•			
according to	resources,			 Building self-confidence & trust in peers (making eye contact, spatial awareness, exploration of relationships with others) improvisation i.e. what is it and what is Reflection on how improvisation activit 								
Covid	resources,	610.	 Exploration of relation Exploring motifs, phra 	. ,	r00				were they fearful about & why			
circumstances			 Exploring motils, prira Exploring a wide rang 						can be used in choreography:			
in 2021				-	-		• 1	O I I	can be used in choreography.			
			 Developing creativity: e.g. working with props, unusual spaces, images, text, etc. Developing problem solving & decision-making skills 									
			TOPIC 3: DANCE HISTO			ÉcoleBook	<s< th=""><th></th><th></th></s<>					
			Recap of content cove									
			 Develop further under 		f the dance maior							
				•	eers, purpose & value of	dance						
							, proble	em solving, time manager	ment, discipline, working with			
			others, respect, etc.				· 1	0, 0				
			Dance symbolism (cu	ltural vs theatrical da	nce)							
			Start a glossary of spe	ecific dance terminolo	ogy based on activities do	ne in Term 1						
Requisite pre-	 Assess pre 	e-knowledge & wha	t was covered in Grade 10			REC	OVER'	Y PLAN COULD INCLUD	E:			
knowledge	Assess lev	el of practical abilit	y/standard: pitch Term 1 pra	ctical classes accord	ingly	• /	Additio	nal lesson after school ev	ery 2 nd week			
-	 Assess lev 	el of improvisation	standard/knowledge of choreographing					MST virtual class				
	Assess ga	ps in theory/practic	I content (refer progress report of all content not covered in 2020)					ay class: virtual, or in-pers	son at school			
						• [Develo	p writing skills – task bool	k feedback & dance terminolog			
Resources to		s: written learner co										
enhance		s, activities, tasks to										
learning			opriate for Grade 11									
		improviduori duntan (0.9. ondiro, integoo, propo, voido, de.)										
			s, materials on 21 st Century t	eaching & learning								
Informal	ASSESSMENT FOR LEARNING:											
Assessment;			ded during practical & impro	•	-		P					
Remediation			er task books to regularly ass			re-teaching/rem	ediatio	n				
	Identifying learners with learning barriers & addressing this with the school for remediation											
	Additional classes after school to provide time for the topics as needed											
A.D.4		WhatsApp group to	o send important messages,	homework, reminder	rs, lessons & encouragem	ent to learners						
SBA	TASK 1:	05										
Formal	Written test =		- 05 morke									
Assessment	Evaluation tas	k on each learner	- 20 marks									



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Week 9 (23 - 26 March)

Week 10 (29 – 31 March)

<u>SBA – TASK 1:</u>

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

- Purpose of a warm up/cool down
- Application of correct posture, stance & alignment
- Skeleton, joints & anatomical movements
- Safe use of the spine

SECTION B = 15 MARKS

- Reflection on improvisation
- Performance spaces
- History of the dance major
- Functions & 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

AREAS THAT COULD BE INCLUDED IN THE TERM 1 EVALUATION TASK RUBRIC ARE:

- Application of the code of conduct
- Greeting/appreciation

development.

- Respecting others, dance space, teacher, dance conventions
- Grooming in the dance class
- Development & improvement during the term
- Attendance during & after school/additional lessons (commitment, discipline, reliability & responsibility)
- Interest in the subject (commitment & focus)
- Preparedness for each lesson
- Recall of practical exercises taught/practice

TERM 2 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 (28 - 30 April) (10 - 14 May) (17 - 21 May) (24 - 28 Mav) (13 - 16 April) (19 - 23 April) (3 - 7 Mav) (31 – 4 June) (7 - 11 June) (14 - 18 June) (54 days) **TOPIC 1: PRACTICAL DANCE CLASS AND INTEGRATED THEORY** SBA – TASK 2: **THEORY AREAS: Learners to write** Recap of code Revised Consolidation of term 1 class work plus increased focus on the following: of conduct. about each area only after CAPS conventions & Breathing, safe use of the spine, muscles & joints experiencing/ discussing in the PRACTICAL CONTROL TEST = 25 MARKS • **Chapter 4** practical class Applying correct posture, stance & alignment in all exercises values. • grooming Technical exercises to develop components of fitness Appropriate dance environment • • Assessment of (floor/temperature, etc.) • Content • Established turns with eye focus (spotting) The focus should be providing feedback to learners for improvement. pre-knowledge How to develop components of Concepts • Dance vocabulary of dance major: steps & sequences, moving to a range of music genres & rhythms with The test could consist of: from Term 1 fitness • Skills & variations in use of space (levels, directions, pathways) Feedback on How components of fitness Competencies Travelling & aerial movement combinations across the floor, exploring & recognising musical phrasing & TECHNICAL CLASSWORK = 15 marks Term 1 SBA improve performance & Values & dynamics Full technical class with focus on the following: assessments technique Attitudes Increased understanding & application of principles/characteristics in the dance major Improved components of fitness Explanation of Static & dynamic stretching • Stretching for increased flexibility Established coordination of body parts PAT Relaxation techniques Relaxation techniques • Applied safe dance practices (turns, landings, turn out, etc.) choreography Dates of **TOPIC 2: IMPROVISATION** WRITTEN COMPONENT = 30 marks Application of principles & characteristics in the dance major process over 2 proposed school PAT TASK 4: PROCESS Guide experimentation through improvisation in preparation for choreographing in Learners to write about each area calendar may terms Developed musicality only after experiencing/ discussing Term 3 Catch up of Increased confidence & performance quality change PRACTICAL COMPONENT = 30 marks in the practical class work not according to **UNSEEN IMPROVISATION = 10 marks** Improvisation activities to include: Dance elements & choreographic completed in Covid Learners can perform alone or in groups • Exploring dance elements & choreographic structures: e.g. beginning, ending, climax, transitions, structures circumstances in Term 1 Ability to interpret a stimulus/conceptualise sequencing, patterning, repetition & stillness Music terminology related to 2021 Interpretation of music/accompaniment • Exploring contrasting movements & dynamics dance: rhythm, pace, tempo, • Creativity Exploring motifs, gestures & stylised movements duration, melody, syncopation, • Confidence & commitment • Exploring the relationship of dance to aural settings: e.g. spoken word, sound effects, natural sound, found polyrhythms, harmony, EcoleBooks dynamics, phrasing sound, the audible aspects of dancing, silence WRITTEN CONTROL TEST = 25 MARKS Reflection/evaluation of the Working with others/self-management/accountability Set a test paper & marking guideline on content covered in Term 2. process (self & group) Developing critical thinking & problem solving - exploring creative ways to interpret/conceptualise stimuli: • The test should include 2 sections. e.g. props, words, images, non-conventional spaces, etc. **TOPIC 3: DANCE HISTORY AND LITERACY** CAPS revised Chapter 4 namely: Identification of different dance forms: linked to learning about principles/characteristics of own dance major in the practical class Low marks = 30% Developing visual literacy - for viewing works/images/posters, etc. • Medium marks = 40% Viewing a professional dance work: South African or international (link to learners own PAT preparations) & analysis of the work, production • High marks = 30% elements, music/accompaniment & symbolism used The marking guideline must reflect the expected answers as well as allow for • Continue developing the glossary of specific dance terminology based on activities done in Term 2 learners' own interpretation/alternative answers. **RECOVERY PLAN COULD INCLUDE:** Assess pre-knowledge: what was covered in Term 1 **Requisite pre-**• knowledge Assess level of practical & improvisation: ability/standard achieved in Term 1 Focus on core content AREAS THAT COULD BE INCLUDED IN THE TERM 2 TEST: • Develop reading for understanding Assess level of written content & meaningful understanding shown by learners - address areas that show lack of SECTION A = 10 MARKS • Online/class quizzes understanding before continuing • Appropriate dance environment (floor/temperature, etc.) Video/DVD of a professional dance work: South African or international Components of fitness linked to performance & technique Resources to • YouTube clips for identifying different dance forms & developing understanding of principles/characteristics of the dance major enhance learning Developing components of fitness • YouTube clips to inspire improvisation Static & dynamic stretching • • Music selection SECTION B = 15 MARKS Selection of stimuli to use in PAT process • Dance elements & choreographic structures ASSESSMENT FOR LEARNING: Music terminology related to dance/aural settings Informal Instructions/corrections provided during practical & improvisation classes to guide improvement Improvisation Assessment: • Remediation Marking written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation Reflection of PAT process • • Identifying learners with learning barriers & addressing this with the school for remediation Identifying different dance forms • Additional classes after to school to provide additional time for the topics as needed Dance terminology

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

SBA & PAT CONTINUED ON NEXT PAGE



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Week 10

Week 11 (21 – 25 June)

Develop a marking rubric outlining content, concepts, skills & competencies to be assessed & how marks will be awarded. Refer to CAPS revised Chapter

- The marking guideline must show the breakdown of cognitive levels required in

2021 National Recovery ATP Grade 11 Dance Studies

SBA Formal Assessment & PAT	TASK 2: Written test = 25 marks Practical test = 25 marks	<u>TASK 4: PAT</u> Choreography & Improvisation PROCESS = 60 MARKS Refer to CAPS revised Chapter 4					
		 PRACTICAL PROCESS COULD INCLUDE: 30 marks Improvisation, experimentation & conceptualisation Collaboration & communication Critical thinking & problem solving Self-management & accountability Digital literacy 	 WRITTEN PROCESS COULD INCLUDE: 30 m Investigation/research Dance elements & choreographic structure Reflection (group & self) Language & communication skills Reading & writing skills 				





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

TEDM 2	Week 4	West 0					I J. DANCE JIU Week 7		Week 0	
TERM 3 (53 days)	Week 1 (13 – 16 July)	Week 2 (19 – 23 Ju		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)	
(55 days)	(13 – 10 Suly)	(13 - 23 30	(20 – 30 July)	(2 - 0 Aug)	(10 – 13 Aug)	(10 - 20 Aug)	(25 - 21 Aug)	(30 - 3 Gep)	(0 – 3 Oep)	
(53 days) Revised CAPS Chapter 4 • Content • Concepts • Skills & Competencies • Values & Attitudes Dates of proposed school calendar may change according to Covid circumstances in 2021	 (13 – 16 July) Recap of code of conduct, conventions & values, grooming Assessment of pre-knowledge in Term 2 Feedback on Term 2 SBA tests Explanation of PAT choreography final product Catch up of work not completed in Term 2 	TOPIC 1: P Consoli Increas Increas Increas TOPIC 2: C PAT TASK PRACTICA Selection Choreo Develop Origina Interpres TOPIC 3: D History Analysi Comple Consoli TASK 3: RE	 Increased application of life skills: self-discipline, focus, commitment, etc. Increased application of life skills: self-discipline, focus, commitment, etc. Increased ability to recall & accurately reproduce dance exercises & sequences, patterns, with variations in the dynamics of speed & energy) Increased musicality & performance quality Start learning a group dance (<i>in dance major or a ceremonial African dance</i>) TOPIC 2: CHOREOGRAPHY PAT TASK 4: PRODUCT Guide learners to choreograph a solo/group dance PRACTICAL COMPONENT = 20 marks Selection of a theme/intent/idea plus conceptualisation Choreographic structures & dance elements Developing movement vocabulary for chosen theme/intent/idea plus symbolism Originality/creativity Interpretation of music/accompaniment, etc. TOPIC 3: DANCE HISTORY AND LITERACY History of dance major/ comparison of dance forms (principles & characteristics) Analysis of the choreograph of the dance work studied in Term 2 & their contributions to dance/society Completion of any content not covered in Term 2 Continue developing the glossary of specific dance terminology based on activities done in Term 3 Consolidation 							
Requisite pre- knowledge		Learners m Resear Select/e Write th Presen wledge on reservance	SEARCH = 25 marks ust research a currer ch, find information & s extract information the research in own wor the research in creative earch experience & con tion ideas for a research	nt South African d save information for ds ve/innovative ways mputers/technology	referencing	ld on research s	RECOVERY PLAN CC Additional time for	learners during the PAT p	process	
Resources to enhance learning	 Materials/computing Books, programmed A wide range of Background integration 	 Materials/computers/cell phones to assist with developing a poster/filming/editing/researching Books, programmes, articles on the chosen topic//theme/intent/idea for the dance work A wide range of music to be used: suitable to the dance genre, improvisation & choreographic activities Background information/video/YouTube clips on ceremonial African dance (if presented in the practical exam) 								
Informal Assessment; Remediation SBA	 Marking written v Identifying learne Additional classe TASK 3: 	ns/corrections provided during practical & improvisation classes to guide improvement written work in learner task books to regularly assess what has been understood vs what needs re-teaching/remediation g learners with learning barriers & addressing this with the school for remediation Il classes after to school to provide additional time for the topics as needed <u>TASK 4: PAT</u> Choreography PRODUCT = 40 MARKS Refer to CAPS revi								
Formal Assessment & PAT	Research task = 25 Evaluation task on learner = 25 marks	each		composition & leve dance elements, ch	l of complexity (mo		ry & choreographic struct lements, performance sp	ures) • Production aces • Reflection	DDUCT COULD INCLUD n planning (e.g. poster/flye on final product: written/c n, media & technology ski	



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Week 10 (13 – 17 Sep)

Week 11 (20 – 23 Sep)

A – TASK 3:

ALUATION TASK = 25 MARKS

aluate the learners' *attitudes, values, skills, competencies* learnt Terms 1-3. Refer to the *CAPS revised Chapter 4* for guidance on that is to be assessed & how marks will be awarded. Create a arking rubric. Assessment criteria should be communicated with arrers at the start of the term as it is an essential part of their velopment.

sessment criteria should show progression from Term 1.

EAS THAT COULD BE INCLUDED IN THE TERM 3 ALUATION TASK RUBRIC:

- Application of the code of conduct (attitudes & values, competencies)
- Class & exam etiquette
- Working safely with others
- Working effectively as an individual & with others as a member of a team
- Identifying & solving problems, making decisions using critical & creative thinking
- Development & improvement
- Attendance during school & after school/additional lessons
- Focus & commitment

SEARCH TASK = 25 MARKS

velop a learner brief outlining the process & final product for the search task.

nay be of assistance to provided suitable choices for current South ican dance works for learners to choose from; as well as reliable ernet sites to assist learners in getting started.

eate a marking rubric outlining what is to be expected for v/medium/high presentations. Learners should receive the marking bric at the start the research task. **Refer to CAPS revised Chapter**

SESSMENT CRITERIA THAT COULD BE INCLUDED IN THE ESEARCH TASK:

e-planning = 10 or 15 marks

- Selection of a suitable topic
- Collecting information from a variety of sites, books, sources, etc.
- Own interpretation for presentation of the research information
- Editing what to include/omit (editing/mind mapping, etc.)
- Referencing information

al product = 10 or 15 marks

Oral/video/Power Point/written, story book/poster, other, etc. Use of language, writing/oral/design skills

oter 4

) marks

- ewspaper advert, programme note, etc.)
- PowerPoint presentation, etc

2021 National Recovery ATP Grade 11 Dance Studies

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

TERM 4	Week 1 (5 – 8 Oct)	Week 2	Week 3 (18 – 22 Oct)	Week 4	Week 5	Week 6 (8 – 12 Nov)	Week 7 (15 – 19 Nov)	Week
(47 uays)	(3 - 0 000)	(11 - 13 000)	(10 - 22 000)	(25 - 25 000)	(1-51407)	(0 - 12 100)	(13 - 13 100)	(22 - 20
(47 days) Revised CAPS Chapter 4 • Content • Concepts • Skills & Competencies • Values & Attitudes Dates of proposed school calendar may change according to Covid circumstances in 2021	 (5 – 8 Oct) Feedback on Term 3 research & evaluation task Strategies for written exam readiness could include: Explaining cognitive levels How to interpret questions/how much to write Identifying action verbs Format of the question paper Consolidation & catch up of any outstanding work Terms 1 – 3 	 Consolidation of Mastery of class Application of s Attention to det Increasing rang Application of d Musicality & pe Mastery of groo on timing, varie skills TOPIC 2: IMPROVI Improvisation activit Conceptualising symbols, text, s Combining dans Exploration of n Interpretating a silence Developing creations Developing profit TOPIC 3: DANCE F Re-viewing the music and symple 	f Term 1 - 3 class we s work for exam press afe dance practices ail e of movement & co eveloped principles/or formance skills up dance (2 minutes d dynamics, commitr SATION tes to include: g a stimulus: develop culptures, images, e ce elements & chore notifs, gestures, fusio wide range of music ativity & originality & olem solving & decis IISTORY AND LITE dance work studied polism used reographer & contrib	sentation mplexity characteristics in dance s) for presentation in the ment to movement, focu o movement vocabulary tc. ographic structures on of dance styles/techr genres/accompanimer confidence/taking risks ion-making skills RACY	major e examination: focus us & performance using words, hiques ht/spoken word/	 (8 – 12 Nov) THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class Nutrition & hydration linked to components of fitness Reflection on group dance in dance major or ceremonial African dance Revision of all written content Terms 1 – 3 Re-teaching of sections not well understood THEORY AREAS: Learners to write about each area only after experiencing/ discussing in the practical class Revision of all written content Terms 1 – 3 Self-reflection on the purpose/value of improvisation 	(15 – 19 Nov) FINAL EXAMINATIONS – TASK PRACTICAL EXAMINATION = 1 Learners to be examined in group which content, skills, competer Refer to CAPS revised Chapter The examination should consist of TECHNICAL CLASSWORK = 50 Mastery of class work Application of safe dance pra Attention to detail Increasing range of moveme Application of developed prir Musicality & performance sk GROUP DANCE = 30 marks ap (In dance major OR a traditional Beginning & ending Timing, varied dynamics, con Focus & performance skills Teamwork UNSEEN IMPROVISATION = 20 Ability to interpret a stimulus Interpretation of music/accor Creativity/originality/moveme Confidence & performance stimulus MRITTEN EXAMINATION = 100 Set an examination paper & mark	100 MARKS ps of no more ncies, attitude 4. of the following 0 marks actices actices actices actices actices actices actices ant & complexit hciples/charact al indigenous mmitment to m 0 marks (Learr & conceptualis mpaniment ant vocabulary skills 0 MARKS
Requisite pre- knowledge	 Assess level of wri 	 Revision of all v Re-teaching of edge: what was cover 	vritten content Terms sections not well und ed in Term 3	s 1 – 3	dress • Addit	RY PLAN COULD INCLUDE: tional opportunities for improvement search & written PAT tasks	Terms 1–4. The exam should include 2 section The marking guideline must show namely: Low marks = 30% / Med The marking guideline must refle /alternative answers. Core conte	ons. v the breakdow ium marks = 4 ct the expected
Resources to enhance learning Informal Assessment; Remediation	 Marking rubric for p Content guidelines Sending additional ASSESSMENT FOR L Instructions/correct Marking written wo Additional classes 	work for learners via EARNING: tions provided during ork in learner task bool	 to be mediated with the mediated with the mediated with the mediated with the mediate of the media	ith learners format & content of the n study methodologies ation classes to guide in n curriculum coverage or the topics as needed		nediated with learners	AREAS THAT COULD BE INCL SECTION A = 40 MARKS Safe dance practices: e.g. w How to develop components Nutrition & hydration Principles/characteristics of t Performance skills/musicality SECTION B = 60 MARKS	UDED IN THE arming up/cool of fitness the dance majo
FINAL END OF YEAR EXAMINATIONS	TASK 5: Written examination = Practical examination	= 100 marks	, 19411010				 Dance elements & choreogra Improvisation Reflection of PAT process History of the dance major/fu Analysis of a prescribed dan music/accompaniment & syr Analysis of a choreographer 	unctions of dan ce work, synop nbolism used



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ek 8 26 Nov) Week 9 (29 – 3 Dec) Week 10 (6 - 8 Dec)

e than 6 learners at a time. Develop a marking rubric outlining **des & values** to be assessed & how marks will be awarded.

ng areas in each section:

xity acteristics in dance major

[,] 2 minutes ıs African dance e.g. Domba/ Indlamu, etc.)

movement

arners can perform alone or in groups) alise

e on content, skills, competencies, attitudes & values covered in

own of cognitive levels required in *CAPS revised Chapter 4* 40% / High marks = 30% ted answers as well as allow for learners' own interpretation **be included.**

IE TERM 4 EXAMINATION:

ooling down/spotting/turn out/safe landings, etc.

ajor/comparison of dance forms on what has been learnt in the practical class/improvement, etc.

ires/performance spaces

ance lopsis/theme/intent, movement vocabulary, production elements, d on to dance/society