

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 7 Creative Arts: Dance 2021

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)							
CAPS topic	Dance Theory and Literacy	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 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 Performance Dance Improvisation and Composition							
Concepts, skills and values	Dance Theory and Literacy Baseline assessment using the various activities: <ul style="list-style-type: none"> Knowledge and understanding of safe environment and code of conduct. Understanding concepts of Locomotor/Non- Locomotor exercises and examples of each. Describing good posture and alignment. Basic dance vocabulary. Dance elements of space, levels, shape and direction. Movement sentences, individually/groups. Movement Games: exercises refer to WCED Take Home Pack of 2020. https://bit.ly/3k7IRS2 Group Discussions as reflection. Educational games. Worksheets. 		Dance Performance Dance Conventions: <ol style="list-style-type: none"> Setting a safe environment, conventions for entering, leaving and greeting and code of conduct, dress code for a Dance class. Introduction to principles of posture and alignment. Warm up: walks & runs, interspersed with freezes. Introduction to floor work for core stability, strength and flexibility: flexing and stretching the feet. Cool down with focus on posture & alignment. Dance Theory and Literacy Importance of Warm up	Dance Performance Dance Conventions: <ol style="list-style-type: none"> Continue with appropriate use of space, respect and trust. Warm up continues with focus on principles of posture and alignment. Floor work continues, adding rounding and lengthening of the spine with focus. Cool down safely. Dance Improvisation and Composition Exploring elements of dance: use of space, time, energy.	Dance Performance <ol style="list-style-type: none"> Warm up continues by exploring variation in shape. Joint mobility: knee bends, rises in parallel. Preparation for safe landing from movements of elevation/aerial movements: toe-ball-heel-bend, small jumps off 2 feet. Cool down with slow stretching. Dance Improvisation and Composition Continues exploring with relationships.	Dance Performance <ol style="list-style-type: none"> Warm up continues by exploring various levels. Joint mobility: add outward rotation. Small jumps add simple locomotor across space. Cool down with safe, slow stretching Dance Improvisation and Composition Continue exploring elements of dance: use of space: shape, dimension, levels, direction, pathways.	Dance Performance <ol style="list-style-type: none"> Warm up continues by exploring various directions. Floor work continues, with focus on posture and alignment. Joint mobility: add transfer of weight from side to side. Small jumps & simple locomotor combinations. Cool down repeated. Dance Improvisation and Composition Continue exploring elements of dance: Focussing on time: duration tempo, accents phrasing using body percussion, stamps and claps.	Dance Performance Practise the practical class work for the Formal Assessment Task. Warm up. Floor work. Joint mobility & transfer of weight. Small jumps & simple locomotor combinations. Cool down. Dance Improvisation and Composition Exploring the elements of space and time. Dance Theory and Literacy Dance terminology. All Elements of dance covered in Term 1.	Formal Practical Assessment Task (FAT): Dance group performance. Dance improvisation and composition exploring elements of dance. 50 marks assessed with a rubric								
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment.									Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette							
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. https://drive.google.com/open?id=11xJEBmORUqZH7t4iGHjTr8QfYIQ1uOZ 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																
SBA (Formal Assessment)	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.									Workbook: mind map of elements of dance.	Observation, side coaching and direction by teacher to continuously improve technique.	Workbook: reflection by means of journal on elements of dance.	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.
	Formal Assessment Task: Dance Performance									Formal Assessment Task: Dance Performance 50 marks assessed with a rubric							

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 26 – 30 April (4 days)	Week 4 03 – 07 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 04 June	Week 9 07 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
CAPS topic	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 Consolidation of Term 1 work.</p> <ol style="list-style-type: none"> Warm Up exercises focusing on posture & alignment. Floor work: introducing core stability, flexibility & strength: flexing and stretching of feet. Jumps as in Term 1: small jumps off two feet, focusing on safe landing (toe, ball, heel). Cool down: with slow safe stretching. <p>Dance Theory and Literacy Dance terminology – in class as well as in workbook. Importance of Cooling Down.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: Use locomotor movements & with freezes, use direction, space & levels. Floor work: continue using inward and outward rotation from the hips and transference of weight backwards and forwards. Jumps: add arm movements to develop mobility, coordination and control. Cool down: continues with focus on breathing using good posture & alignment. <p>Dance Improvisation and Composition Improvise using element of force: flow of energy.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in workbook. Element of force energy.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: gradually develop warm up ritual & focus on posture & alignment. Floor work: continues with strengthening and mobility exercises for feet, legs and hips. Jumps: add with change of direction. Turns: Introducing turning movements. Cool down: Stretching focusing on relaxation and breathing. <p>Dance Improvisation and Composition Improvise using element of force: opposites (smooth & jerky movements).</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in workbook. Importance of spotting during turning movements.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: add arm movements to develop control & mobility. Floor work: continues with strengthening for abdominal & spinal muscles. Turns: Introducing spotting during turning movements. Short movement sequence using travelling/locomotor steps and small jumps. Cool down: relaxation and slow stretching while sitting. <p>Dance Improvisation and Composition Improvise with focus on relationships to floor, other dancers & props.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in workbook. Reflect on working with others.</p>		<p>Dance Performance Practise the practical class work for the Formal Assessment Task.</p> <p>Warm up Floor work Turns Jumps Short movement sequence Cool down</p> <p>Dance Improvisation and Composition Exploring the elements of Dance for Term 2.</p> <p>Dance Theory and Literacy Dance terminology All Elements of dance covered in Term 2.</p>		<p>Formal Practical Assessment Task (FAT) & Written Paper</p> <p>Dance Performance Dance group performance: improvisation and composition exploring relationships in dance.</p> <p>50 marks assessed with a rubric</p> <p>Cognitive levels: Lower order: 30%; Middle order: 40%; Higher order: 30%</p>
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement travelling, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment to strengthen control and mobility.										
Resources to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: https://bit.ly/3qjM0m3										
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										
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance and Written Task										

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	Week 9 06 – 10 Sep	Week 10 13 – 17 Sep	Week 11 20 – 23 Sep (4 days)	
CAPS topic	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	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	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	
Concepts, skills and values	<p>Dance Performance Consolidation of Term 1 & 2 work. Dance Conventions: should be established.</p> <ol style="list-style-type: none"> Warm Up: Reflect on Term 2, focus on using locomotor movements to explore space, direction and levels. Floor work: Focus on core stability and flexibility, articulation of the feet. Turns: Revise turning movement while spotting. Small Jumps: Off two feet with focus on safe landing. Combination of locomotor movements with coordinating arms. Cool down: As in Term 2, focus on breathing and stretching while sitting. <p>Topic 3: Dance Theory and Literacy Dance terminology – in class as well as in workbook. Discussion on how movements convey meaning.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: Add knee bends and rises on two feet. Floor work: Floor work continues, add, increasing the mobility of the ankles, knee and hip joint strengthening feet and legs, knee and hip joints. Turns: Half turns while spotting exploring the importance of eye focus and contact as in Topic 2. Small Jumps: jumps off two feet landing safely on one foot. Cool down: breathing techniques for relaxation & stretches. <p>Dance Theory and Literacy Dance terminology with new words. Study 2 different dance forms e.g. Hip Hop/ Ballroom/African/Ballet and discuss the differences and similarities.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: Add arm coordination. Floor work: Floor work continues, adding, strengthening exercises for the feet and legs. Turns: add, full turn while spotting. Small Jumps: add jumping off one foot, landing on one foot. Learning a short South African Dance e.g. Gumboot. Cool down: Focus on breathing & leg stretches while lying down. <p>Dance Improvisation and Composition Learners respond to different stimuli: themes, ideas, pictures, etc. using eye contact/focus.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in workbook Self-Reflection on response to stimuli.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: add good use of posture & alignment. Floor work: Strengthening of abdominals and spinal muscles. Turns: Half and Full turns while spotting using eye contact and focus. Jumps: with focus on safe landing. Learning a short South African Dance: e.g. Gumboot Dance. Cool down: Breathing and relaxing while stretching. <p>Improvisation using pictures: show moods/ emotions Learners improvise in groups using stimuli: themes, ideas, pictures, etc. using eye contact/focus.</p>		<p>Practise the practical class work for the Formal Assessment Task as well as the Written Task.</p> <p>Warm up. Floor work. Turns with eye focus. Combination of locomotor movements. Steps from a South African Dance. Cool down.</p> <p>Dance Improvisation and Composition Exploring the elements of Dance for Term 2.</p> <p>Dance Theory and Literacy Dance terminology All Elements of dance covered in Term 1 and 2.</p>	<p>Formal Practical Assessment Task (FAT)</p> <p>Dance performance classwork Dance improvisation and composition exploring different stimuli.</p> <p>50 marks assessed with a rubric</p>		
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of different dance forms; understanding and learning a short South African Dance											
Resources to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: https://bit.ly/36nNNPa											
Informal assessment; remediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of dance.	Observation, side coaching and direction by teacher to continuously improve technique.	Workbook: reflection by means of journal on elements of dance.	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.					
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance											

Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 - 15	Week 3 18 – 22	Week 4 25 - 29	Week 5 01 – 05 Nov	Week 6 08 – 12	Week 7 15 – 19	Week 8 22 – 26	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)
CAPS topic	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		Notes on or guidelines for final examinations:	
Concepts, skills and values	Consolidation of work done in terms 1, 2 and 3. Dance Performance Revise practical classwork as taught in Term 1-3 by reflecting on Term 3 Formal Assessment Task (FAT) practical class. Dance Theory and Literacy Revision of dance theory and literacy from terms 1- 3		Dance Performance Mastery of the dance technique from the previous terms. Mastery and performance of a short group/individual dance. Dance Theory and Literacy Reflect on the short dance performance in Topic 1.		Dance Performance Mastery of the dance technique. Dance Improvisation and Composition Composition in small groups (3 to 4 dancers/individuals) of a short dance sequence based on a South African picture, photograph or theme. Dance Theory and Literacy Reflection on own dance experiences.		Dance Performance Mastery of the dance technique for the Formal Assessment. Mastery and performance of a short group/individual dance. Dance Improvisation and Composition Composition in small groups (3 to 4 dancers/individual) of a short dance sequence based on a South African picture, photograph or theme. Dance Theory and Literacy Dance theory and dance terminology from Term 1, 2 and 3.		Written Examination Terminology Elements of Dance Safe Dance Practice Dance Forms Dance Literacy Self-Reflection 50 marks Cognitive levels: Lower order: 30%; Middle order: 40%; Higher order: 30%	
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements explored; understanding and mastery of correct posture and alignment and mastery of dance technique and reflection on own compositions/choreography.									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: https://bit.ly/3k7IRS2									
Informal assessment; remediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of dance.	Observation, side coaching and direction by teacher to continuously improve technique.	Workbook: reflection by means of journal on elements of dance.	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.		
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance and Written Task									