

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
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 Theory and Literacy	Dance Performance 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 Conventions: setting a safe environment, conventions for entering and leaving and code of conduct, dress code Warm Up: walking, running with freezes using shape, level and direction Cooling down Dance Improvisation and Composition Elements of Dance: use of space, shape, levels and direction Dance Theory and Literacy Dance terminology Importance of Warm up	Dance Conventions: continue... add respect and sensitivity to others and trust exercises Warm up: Introduction to principles of posture and alignment while continuing activity as before Cooling down Dance Improvisation and Composition Elements of Dance: use of space, shape, levels and direction adding dimension and pathways Dance Theory and Literacy Continue from previous week	Dance Conventions: Warm up continue... using variation in shape, level and direction. Introduction to floor work for core stability, strength and flexibility emphasising good posture and alignment: flexing and stretching the feet Cooling down Dance Improvisation and Composition Continue exploring elements of dance using time and force Dance Theory and Literacy Importance of good Posture and Alignment	Dance Performance Warm up continues... Floor work continues...adding rounding and lengthening of the spine Joint mobility: knee bends, rises and transference of weight from side to side Dance Improvisation and Composition Continue exploring dance elements: relationships Dance Theory and Literacy Dance terminology	Dance Performance Warm up continues... Joint mobility and transference of weight continues Preparation for safe landing from movements of elevation/aerial movements: small jumps Cooling down with safe stretching Dance Theory and Literacy Dance terminology	Dance Performance Warm up continues... Floor work Joint mobility and transference of weight Activity for jumps Simple locomotor combinations across space Cool down continues Dance Theory and Literacy Dance terminology continues	Dance Performance Warm up continues... Class work Cooling down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Dance Theory and Literacy Discussion on elements of space and time	Dance Performance Warm up continues... Class work for the FAT (Formal Assessment Task) Cool down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Composition exploring Elements of dance	Formal Practical Assessment Task (FAT): Dance performance: 50 marks	
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.								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)	Formal Assessment Task: Dance Performance								Formal Assessment Task: Dance Performance 50 marks assessed with a rubric	

TERM 2 39 days	1 – 5 June	8-12 June	15 – 19 June (4 days)	22 -26 June	29 June - 3 July	6 – 10 July	13 – 17 July	20 – 24 July
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	
Concepts, skills and values	Dance Conventions: setting a safe environment, conventions for entering and leaving and code of conduct, dress code 1. Warm Up: Use locomotor movements & with freezes, use direction, space & levels 2. Floor work: introducing core stability, flexibility & strength in feet and legs. 3. Jumps: revise from Term 1: small jumps off two feet, focusing on safe landing (toe, ball, heel) 4. Cool down: As in term one with slow safe stretching focusing on breathing Dance Theory and Literacy Dance terminology – in class as well as in work book Importance of Cooling Down		Dance Performance 1. Warm Up: gradually develop warm up ritual & focus on posture & alignment 2. Floor work: add inward & outward rotation in the hip joint 3. Jumps: jumps off two feet landing safely with change of direction. 4. Turns: Introducing turning movements 5. Cool down: Stretching focusing on relaxation Dance Improvisation and Composition Improvise using element of Force: flow of energy, opposites (smooth & jerky movements) Dance Theory and Literacy Dance terminology – in class as well as in work book		Dance Performance 1. Warm Up: add arm movements to develop control & mobility 2. Floor work: add: strengthen of abdominal & spinal muscles 3. Turns: Introducing spotting during turning movements 4. Cool down: relaxation and slow stretching while sitting Dance Improvisation and Composition Improvisation with focus on relationships to floor, other dancers & props Dance Theory and Literacy Dance terminology – in class as well as in work book Reflect on working with others		Dance Performance Consolidate all work learnt in week 1 – 6 1. Warm Up: ritual focusing on good posture & alignment and arm movements 2. Floor work: core stability, flexibility & strength in feet and legs, abdominals & Spine 3. Jumps: Off two feet, changing direction and landing safely 4. Turns: Spotting during turning movements 5. Cool down: relaxation and slow stretching while sitting Dance Improvisation and Composition Improvisation with focus on relationships to floor and other dancers and props Dance Theory and Literacy Reflect on dance terminology Importance of Cooling down Reflecting on working with other dancers.	
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							
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.							
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: new terminology explored by means of quizzes, pictures, diagrams, etc. Importance of cool down			
SBA (Formal Assessment)	No Formal Assessment						No Formal Assessment Task	

TERM 3 37 days	3 – 7 Aug	11 – 14 Aug (4 days)	17 – 21 Aug	24 – 28 Aug	31 Aug – 4 Sep	7 – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS topic	Dance Performance Dance Theory and Literacy		Dance Performance Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Practical Assessment	
Concepts, skills and values	Dance Conventions: should be established by term three. 1. Warm Up: Reflect on Term 2, focus on good posture and alignment use locomotor movements to explore space, direction and levels. 2. Floor work: Focus on core stability and flexibility, articulation of feet and increasing the mobility of the ankles. 3. Small Jumps: Off two feet with focus on safe landing 4. Turns: Revise Turning movement while Spotting 5. Cool down: As in Term 2, focus on breathing and stretching while sitting Topic 3: Dance Theory and Literacy Dance terminology – in class as well as in work book Discussion on how movements convey meaning		Dance Performance As in week 1 and 2 plus: 1. Warm Up: Add spinal warm up and knee bends 2. Floor work: Floor work continues, add: strengthening feet and legs, knee and hip joints. 3. Small Jumps: jumps off two feet landing safely on one foot. 4. Turns: Half turns while spotting 5. Cool down: breathing techniques for relaxation & stretches 6. Learning a short South African Dance: e.g. Gumboot 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.		Dance Performance (continue from previous weeks) 1. Warm Up: Add rises and arm coordination 2. Floor work: Floor work continues, adding: strengthening of abdominal and spinal muscles. 3. Small Jumps: jumps off two feet landing on one foot and jumping off one foot landing on one foot. 4. Turns: Full turn while spotting 5. Cool down: Focus on breathing & leg stretches while lying down 6. Learning a short South African Dance e.g. Gumboot Dance Improvisation and Composition Learners respond to different stimuli: themes, ideas, pictures, etc. using eye contact/focus Dance Theory and Literacy Dance terminology – in class as well as in work book Self-Reflection on response to stimuli		Consolidate in preparation for formal assessment: 1. Warm Up: Explore elements, using good posture & alignment in warm up 2. Floor work: Strengthening of abdominals and spinal muscles, legs & foot mobility. 3. Jumps: Landing safely, jumps off two feet and one foot & landing on one foot 4. Turns: Half and Full turns while spotting 5. Cool down: Breathing and relaxing while stretching 6. Performing a short South African Dance: e.g. Gumboot Dance Improvisation using pictures: show moods/ emotions Learners improvise in groups using stimuli: themes, ideas, pictures, etc. using eye contact/focus	
Requisite pre-knowledge								
Resources (other than textbook) to enhance learning								
Informal assessment remediation	Dance Theory and Literacy Revise term two theory		Classroom observation, guidance by teacher Workbook: Learners add to glossary.		Workbook: plan improvisation based on words Observation, side coaching and direction on safe landing, jumps, etc.			
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance						Formal Assessment Task: Dance Performance 50 marks assessed with a rubric	

TERM 4 35 days	28 Sep – 2 Oct	5 – 9 Oct	12 – 16 Oct	19 – 23 Oct	26 – 30 Oct	2 – 6 Nov	9 – 13 Nov	Examination	
CAPS topic	Dance Performance Dance Theory and Literacy		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		Notes on or guidelines for final examinations:
Concepts, skills and values	Consolidation of work done in terms 1, 2 and 3 Warm-up ritual consolidate from previous terms Performance of a short group dance Cooling down: consolidate from previous terms Dance Theory and Literacy Revision of dance theory and literacy from terms 1- 3		Warm up ritual: consolidate from previous terms Mastery of the dance technique from the previous terms. Mastery and performance of a short group dance Cooling down Dance Theory and Literacy Revision of dance theory and literacy from terms 1 - 3		Dance Performance Warm up continues Cooling down: relaxed, stretching exercise to soft gentle music Dance Improvisation and Composition Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme Dance Theory and Literacy Reflection on own dance experiences Dance theory and dance terminology from Term 1, 2 and 3		Dance Performance Warm up continues Cooling down: relaxation exercises: soft gentle music Dance Improvisation and Composition Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme Dance Theory and Literacy Reflection on own dance experiences 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 such as time, force, space, shape; understanding and application towards correct posture and alignment								
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; video clips of various Dance forms; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons;								
Informal assessment; remediation	Revise term three theory: worksheet		Workbook: reflect on use of gestures – using storyboard; Observation, side coaching and direction on short group dance		Teacher guidance on choreography and technical development towards group dance.		Reflection on own and others' dance performance, appropriate Dance terminology		
SBA (Formal Assessment)	Written Examination from week 8								