



Dance

Term 3

LEARNER BOOK

2024

1. Rules in the dance class are important. Name any 3 rules that will apply in the dance class.

1.1

1.2

1.3

2. Give two reasons why warm-up is important.

2.1

2.2

3. Choose the correct terminology from the provided column that fits the definition.

Warm-up	Cool-down	Spotting	Dance conventions	Force
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	Terminology
A Routine done to prepare the body for dance. It prevents injuries & improves focus and concentration	
The rules in a dance class.	
The energy we use when we dance.	
Enhance the dancer's control and prevent dizziness.	
The purpose of this activity is to gradually return the body to its normal functioning.	

Underline the correct answer:

4. (Alignment / Sitting) is coordinating the head, eyes, arms legs and torso.
5. Body part isolation refers to the separate body parts moving (alone/together) at a specific time.
6. To maintain a good (posture/body), you have to keep your ears, shoulders and hips in a straight line.
7. High, medium and low in dance refer to (directions / levels)

WARM-UP ROUTINE**Notes to the teacher:**

Guide the learners to do the following warm-Up activities. You may add or choose any other activity. Explain to the learners why warming up and cooling down are important.

The warm-up activities will focus on using locomotor movements to explore space, direction and levels. Learners will also do turning & spotting.

Activity 1

Face forward and keep your legs wide apart. Step 2: Bend your hips and upper body forward. Step 3: Place your hands on your knees, sway your body from your hips, towards the right. Bend and stretch your right knee while you stretch your left leg backwards and point your toes towards the floor. Step 4: Repeat step 3 towards the left and once more towards the right. Step 5: Place your feet together and bend your knees. Now do the Lasso movement. Step 6: Repeat steps 1-5 (4x) in a square formation, each time facing a different wall/side in the space. (side / back / side / front)

Activity 2

JUMPING / ¼ TURNS / SPOTTING Step 1: Start with your feet together. Bounce with your knees twice. Step 2: Rise onto your toes and lift your heels off from the floor. Now jump forward with your feet together (2x). Step 3: Place your left leg to the side. Cross your left leg with your right leg and click your heels together in the air. Step 4: Repeat step 3 starting with the right leg. Step 5: Run for 7 counts in a circle. While you are running, point your toes towards the back, with the bottom part of your feet almost touching your buttocks. On the 8th count, jump with both feet together and face the front. Step 6: Spot, move your head swiftly towards the right and jump towards the right. Spot and jump towards the back. Spot and jump to the right. Spot and jump to the front. Step 7: Repeat step 6, starting towards the left. Remember that when you jump, you must land softly onto the ball of your feet and keep your knees bent.

Activity 3: Follow the Leader. Use music with the activity to make it more fun!

3.1 One learner will lead the group to warm up the separate body parts.

3.2 The leader may use any locomotor movements in different directions. (Forward/backwards/to the sides)

3.3 The leader must include different levels. (High/medium/low)

3.4 The other learners will follow the leader.

Cooling Down:

Do some stretches to cool down the body before the end of the period.

1. Complete the following sentences by using the words provided:

directions

Cooling down

Discipline

locomotor movements

1.1 Moving from one point to another in dance refers to.....

1.2 Dancers can move in different..... like forward and backwards.

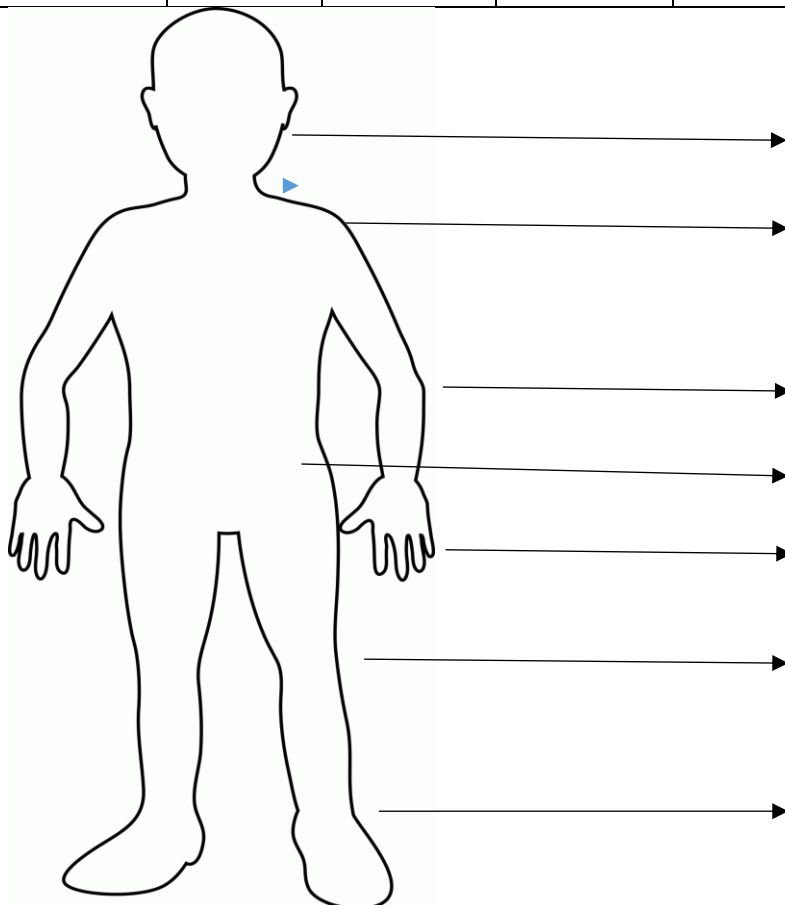
1.3is an example of a cooling down exercise.

1.4 Learners should always have.....in a dance class.

2.1 Give 3 examples of locomotor movements in dance. (For example: “walk”)

2.2 Warming up the different body parts: Look at the picture below. Name the different body parts that need to be warmed up.

ankles	legs	Head	hips	shoulders	arms	Wrists & hands
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1. Complete the following sentences by using the words provided.

Personal space	General space	pathways	combination
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- 1.1 Where the dancer goes through space refers to.....
- 1.2 The space around the dancer's body.....
- 1.3 The defined space where the dancer can move can be a small room, a large stage, or even an outdoor setting:.....
- 1.4 Each part of the body (head, shoulders, elbows, hips, knees, feet, eyes, etc.) can move alone (isolated) or in.....

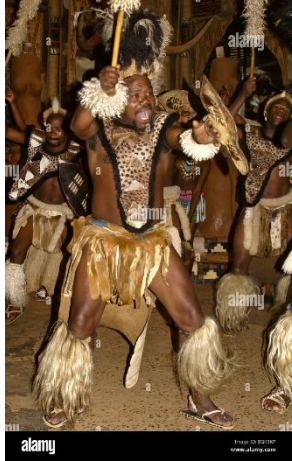
2. State whether the following statements are True or False:

Statement	True / False
Dancers can move in different directions.	
Dancers can move on different levels.	
Energy is what brings the dancer's intent or emotion to the audience.	

3. Circle only the *non-locomotor* movements.

running	bend	walk
shake	turn	twist

4. Energy is what brings the dancer's emotion to the audience. Which emotions can you identify in the following two dances?

kindness	determined	love	excited
			
Picture 1		Picture 2	

Picture 1	Picture 2
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Different Dance Styles: Read the two paragraphs and answer the questions.

Gumboot Dancing	Gwara Gwara
The dance is usually performed by a large group of people wearing gumboots. The dance involves stamping, clapping, tapping and slapping the gumboots to produce different rhythmic percussion sounds. Gumboot dancing has developed into a working class, South African art form with a universal appeal. The dancers expand upon traditional steps, with the addition of contemporary movement, music and song. Extremely physical, the dancing serves as a liberating release, celebrating the body as an instrument, and the richness and complexities of South African culture.	Gwara gwara was made famous by South African musician Babes Wodumo. The dance move created by disc jockey and producer DJ Bongz, was heavily imitated by South Africans and other African people mainly during 2016. Gwara gwara is performed by rolling and swinging the arm and the elbow in terms of making a circle, and one of the leg moves in connection with the arm's rhythm. It has some similarities to the Stanky Leg.

1. Who made the Gwara Gwara dance famous?.....
2. Who created the Gwara Gwara dance?.....
3. Identify each dance style in the following pictures:

1 AND 2 AND 3 AND 4 	
Dance Style:	Dance Style:.....
Reason for your answer:	Reason for your answer:

4. Describe the Gwara Gwara dance in one or two sentences.

5. Describe the Gumboot dance in one or two sentences.

6. Which one of the two dances is your favourite? Give a reason for your answer.

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Look at the different pictures and describe the mood and message in each of them.

Also indicate what type of movements you will use in a dance based on the pictures.

You may use word from the word bank provided.

sad	happy	exciting	free	life	determined	nature
commitment	friendship	peace	brave	scared	thankful	war



Mood:

.....

Message

.....

Movements for dance:

Strong
 Gentle
 Fast
 Slow

Mood:

.....

Message

.....

Movements for dance:

Strong
 Gentle
 Fast
 Slow

Mood:

.....

Message

.....

Movements for dance:

Strong
 Gentle
 Fast
 Slow

Read the paragraph and answer the questions.

Focus & eye contact in dance.

Eye contact, and sense of touch in dancing is very important because it is a tool that helps you connect and communicate with your partners without speaking. Dancers also need to make eye contact with the audience.

Focus is necessary in **dance movements** because it enables dancers to refocus their concentration. Second, by getting more oxygen into their body, **dancers** will relax and perform better.

People performing in a group need to be much disciplined. It is important that they keep eye contact with each other and focus. The warm-up routine before a performance helps the dancer to focus.

1. Why is eye contact important in dance?

2. Focus is necessary in dance. Explain why.

3. What happens when dancers get more oxygen in their bodies?

HOW DOES MOVEMENT CONVEY MEANING?

shyness	winning	love	power	Sadness
joy	anger	fear	excitement	unloved

How can soft, gentle movements create meaning in movement? What emotions might be communicated? Name 2.

How can definite, strong movement create meaning in movement? What emotions could be attached to it?

How could moving very fast with lots of energy create a meaning in movement? What could the emotion be?

How can moving very slowly, with little energy create meaning? What emotion could be conveyed.

Composition of movement sequence based on stimulus.

1. In groups, choose only **ONE** picture that will inspire your idea for a dance performance. (The pictures focus on South Africa, but you can use any other picture)



2. As a group, write down the words that come to into your mind when you see the picture.

3. What emotions do you feel when looking at the picture?

4. What kind of movements will you be using in your performance? Explain why you will use those type of movements. (Strong/Gentle/Fast/Slow)

5. Which of the following locomotor movements will you be using? Circle those you might use.

walking	galloping	running	jump	hop	leap	slide	skip
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6. Which of the following non-locomotor movements will you include in your dance performance?

stretch	twist	rise	swing	turn	shake
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REFLECTION ON TEAM-WORK FOR DANCE PERFORMANCE

1. You worked in a group to prepare for your Practical Assessment Task. Did you enjoy the experience? Give a reason for your answer.

2. Did all the members of the group participate in the activity? Did you work well together?

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3. Which movements worked very well?

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4. Did you use any props in your dance performance? Was it effective?

5. Do you think your group was successful in your performance?

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6. Did you use music in your performance? Did it contribute to the success of your dance?

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7. Is there anything you will do different next time?

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PRACTICAL ASSESSMENT TASK**25x2 = 50 MARKS**

1. Learners create a short dance sequence inspired by a picture.
2. Learners need to use different locomotor and non-locomotor movements in different directions and on different levels. (High/medium/low)
3. The movements must express emotions and tell a story based on the picture.
4. Make use of strong/gentle/fast slow movements.
5. Eye contact and team-work are important.
6. Learners may use any music OR singing

ASSESSMENT: PRACTICAL

CRITERIA	4-5	3	2	1
Learners performed a dance sequence inspired by a picture.	Excellent performance. Focused, well-rehearsed	Good Performance Focused	Most of the performance was good but it can improve	No confidence – Could not do the performance
Performance included Locomotor and non-locomotor movements	A variety of locomotor and non-locomotor movements on different levels and in different directions	Some locomotor and non-locomotor movements on different levels and in different directions	Very few movements in the performance	Learners could not perform a sequence with locomotor and non-locomotor movements
Focus	Excellent	Good	Need to improve	Learners had no focus
Force	Learners managed to make use of appropriate strong, gentle, fast or slow movements.	Strong, gentle, fast and slow movements used in the dance.	Learners did not really understand which movements to use.	No evidence of force in the performance.
Eye contact and Team-work	Excellent eye contact and team-work. Learners managed to communicate without speaking.	Good eye contact and team-work. Continuous communication throughout the dance.	Learners made eye contact, but it can improve. Team-work satisfactory.	Almost no eye contact. No teamwork.

TOTAL: 25 x 2 = 50