



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

DANCE SYLLABUS

FORMS 1 - 4

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

This Dance Syllabus is for Forms 1 – 4. Dance is a learning area that stimulates creativity, innovation and originality through practical composition and performance which leads to entrepreneurship. It enables learners to understand and appreciate the historical, socio-economic, political and cultural aspects of aesthetics in the context of Zimbabwean society and that of other cultures. Learners from diverse backgrounds and abilities channel their energies into inspiring artistic endeavors through Dance activities that foster creative expression, discipline, collaboration, self-awareness and personal transformation. Learners engaged in Dance, learn to value the literary, oral and cultural traditions of societies, through understanding universal themes such as family, love, religion, struggles and marriage. The study of Dance equips learners with the means to express their own visions and ideas for them to be able to participate actively in their education, community, professional and social lives. The syllabus intends to equip learners with knowledge towards protection of creative works through an understanding and appreciation of Intellectual Property Rights. The specifications of this syllabus aim to motivate learners to become independent problem solvers within or without their communities.

1.2 Rationale

Dance is one of the most effective forms of communication which contributes to economic, religious, political and social development of the learner. Dance education provides an opportunity for active participation of learners to explore and express their feelings, tolerance and kinesthetic. Their creative imagination will develop competencies essential for employment creation, entrepreneurship, problem solving, critical thinking and self-discipline. Indigenous Zimbabwean dance equips the learner with a cultural heritage necessary for the continuity of the nation's values, beliefs, practices. The appreciation of the aesthetic values of dance enables learners to become custodians of their heritage and a more productive citizens

1.3 Summary of Content

The learning area details the knowledge, understanding and competencies that learners are expected to develop throughout the learning cycle in the following areas;

History of Zimbabwean, African, African-Diasporan and Contemporary Dance and Cultural Dimensions; Dance Techniques; Creative Composition and Intellectual Property Law; Artistic Anatomy, Nutrition and Identity; Aesthetic Values and Performance Appreciation; Technology in Dance and Arts Management (Enterprise Skills). This enables learners to be exposed to a wide diversity of Dance programmes which develops excellence, originality, confidence, self-identity.

1.4 Assumptions

The Dance syllabus assumes that learners have acquired practical dance skills from community activities and the Primary cycle to:

- use their bodies, voices, gestures and sign language to artistically express themselves
- fuse and coordinate movement into holistic expression
- explore the foundational elements and principles of design in dance
- interpret and respond to different stimuli.
- appreciate, compare and assess dance performances
- manipulate available resources in the environment for dance performances

1.5 Cross- Cutting Themes

The Dance learning area will encompass the following cross cutting themes:

- Children's rights and responsibilities - In song text, dance styles, performance spaces, censorship.
- Human Rights - In song text, dance styles, censorship.
- Disaster Risk Management – Dance Health and Safety Policy
- Financial Literacy – Arts Management
- Gender, Sexuality, HIV and AIDS - In song text, dance styles, performance spaces, censorship, religious ceremonies.
- Cultural Heritage – History of Zimbabwean Dance, Intellectual Property Law, Beliefs, Norms and Values.
- Collaboration – Creative composition, Exchange programmes
- Environmental Issues – Instrument production, Song text, Costumes and Props making
- ICT – Filming, Recording, Researching, Performing, Networking, Marketing

2.0 PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for Forms 1 – 4 Secondary Cycle

3.0 AIMS

The syllabus aims to enable learners to:

- 3.1 develop a range of competencies, knowledge and understanding in Zimbabwean, African, African-Diasporan and Contemporary Dance, embracing historical, cultural, creative, interpretative, and analytical aspects of the learning area.
- 3.2 foster an appreciation of Dance, promoting work ethics, self discipline, Unhu/ Ubuntu, as well as socio - cultural and environmental awareness.
- 3.3 foster responsible safe ethical use of facilities, materials, methods and technologies.
- 3.4 develop a sound application of appropriate nutrition and body care.
- 3.5 establish competencies in Dance technology systems.
- 3.6 apply knowledge of Intellectual Property Rights.
- 3.7 demonstrate enterprise skills in the Dance industry
- 3.8 develop specialization in Dance.

4.0 SYLLABUS OBJECTIVE

By the end of the course, learners should be able to:

- 4.1 appreciate the nature of Dance as a historical, social, cultural, indigenous and ritualistic art;
- 4.2 recognize social, environmental, cultural and historical influences in Dance;
- 4.3 understand the relationship between self and others through Dance;
- 4.4 use appropriate Dance vocabulary to evaluate performances;
- 4.5 demonstrate sound knowledge of nutrition, hygiene and grooming in dance;
- 4.6 acquire enterprise skills in Arts management;

- 4.7 display competencies in the use of Dance technology;
- 4.8 attain skills of creating and protecting Dance performance;
- 4.9 demonstrate an ability to work independently and collaboratively in research and Dance production;
- 4.10 display competencies and creative skills in communication, time management, critical thinking and problem solving that contribute to lifelong learning through Dance;
- 4.11 appreciate the relationship between Dance and other fields of knowledge.

5.0 METHODOLOGY AND TIME ALLOCATION

Some of the Learner centered methods and approaches that can be used to learn Dance at Forms 1 – 4 are as follows;

5.1 Methodology

- Experimentation
- Research
- Music
- Story telling
- Group work
- Interactive Games
- Integrated learning
- Simulation
- Resource method
- Educational trips
- Dance exchange programmes
- Discussion
- Practical demonstration
- Poems and Rhymes
- Puppetry
- Role play
- Animation
- Workshops
- Improvisation

5.2 Time Allocation

In order to cover the content adequately, Forms 1 - 4 Dance should be allocated 6 forty minute lessons per week.

NB: Time should be allocated for festivals, performances, exchanges and fundraising activities. Each school should set aside 2 by 8 hours for competitions, 2 by 8 hours for festivals per year. Combined community fundraising

performance for Form 4 in the second term. Two weeks are allocated for Cultural Exchange and Excursions once per year.

6.0 TOPICS

The syllabus topics are as follows:

- 6.1 History of Zimbabwean, African, African-Diasporan and Contemporary Dance
- 6.2 Dance Techniques
- 6.3 Creative Composition and Intellectual Property Law
- 6.4 Anatomy, Nutrition and Identity
- 6.5 Aesthetic Values and Performance Appreciation
- 6.6 Technology in Dance
- 6.7 Dance Management (Enterprise Skills)

7.0 SCOPE AND SEQUENCE

7.1 TOPIC: 1 HISTORY OF ZIMBABWEAN, AFRICAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> History of Dance in Zimbabwe Dance genres History of Dance portfolio 	<ul style="list-style-type: none"> History of Dance in Southern Africa Dance genres History of Dance portfolio 	<ul style="list-style-type: none"> History of African and African-Diasporan Dance Dance genres History of Dance portfolio 	<ul style="list-style-type: none"> History of Contemporary Dance: Zimbabwe and the World. Dance genres History of Dance portfolio

7.2 TOPIC: 2 DANCE TECHNIQUES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> Indigenous dances in Zimbabwe Dance technique portfolio 	<ul style="list-style-type: none"> Indigenous dances in Southern Africa Dance technique portfolio 	<ul style="list-style-type: none"> Dances in Africa and the African-Diaspora Dance technique portfolio 	<ul style="list-style-type: none"> Dance hybridity Dance technique portfolio

7.3 TOPIC: 3 CREATIVE COMPOSITION AND INTELLECTUAL PROPERTY LAW

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> • Musical Accompaniment: - Music elements - Instrumentation • Scripting : - Themes • Creative Portfolio: - Folklore songs compositions 	<ul style="list-style-type: none"> • Musical Accompaniment: - Instrumentation • Musical Notation • Choreography • Creative Portfolio: - Song and dance 	<ul style="list-style-type: none"> • Musical Accompaniment: - Percussive instrument - Costume design • Scripting: - Adaptation • Choreography • Creative Portfolio: - Percussive instrument making 	<ul style="list-style-type: none"> • Musical Accompaniment: - Instrumental variations - sound equipment • Choreography • Intellectual Property Law • Intellectual Property Law Portfolio

7.4 TOPIC: 4 ANATOMY, NUTRITION AND IDENTITY

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> • The Body: - Skeletal Structure - Respiratory System • Identity • Hygiene • Anatomy, nutrition and identity portfolio 	<ul style="list-style-type: none"> • Physiotherapy and rehabilitation • Hygiene and grooming • Anatomy, nutrition and portfolio 	<ul style="list-style-type: none"> • Nutrition and Diet • Exercise regimes • Identity • Anatomy, nutrition and identity portfolio 	<ul style="list-style-type: none"> • Health and Safety • Etiquette in Dance • Anatomy, nutrition and portfolio

7.5 TOPIC: 5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> • Performance appreciation - Attachment of meaning • Performance appreciation portfolio 	<ul style="list-style-type: none"> • Performance appreciation - Characterization and dialogue • Performance appreciation portfolio 	<ul style="list-style-type: none"> • Performance and aesthetic appreciation - Symbolic impressions • Performance appreciation portfolio 	<ul style="list-style-type: none"> • Performance and aesthetic appreciation - Elements of production • Performance appreciation portfolio

7.6 TOPIC: 6 TECHNOLOGY IN DANCE

<p>FORM 1</p> <ul style="list-style-type: none"> • Technology in Dance: - Sketches • Production design portfolio 	<p>FORM 2</p> <ul style="list-style-type: none"> • Technology in Dance: - Stage props • Stage props portfolio 	<p>FORM 3</p> <ul style="list-style-type: none"> • Technical stage design • Technical stage design portfolio 	<p>FORM 4</p> <ul style="list-style-type: none"> • Technical design Project: - Performance • Technical stage design portfolio
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7.7 TOPIC: 7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

<p>FORM 1</p> <ul style="list-style-type: none"> • Dance Administration • Structures and styles of Management • Enterprise skills • Dance Management portfolio 	<p>FORM 2</p> <ul style="list-style-type: none"> • Dance Project Planning and Management: - Strategy layout plan • Enterprise skills • Dance Management portfolio 	<p>FORM 3</p> <ul style="list-style-type: none"> • Dance Project Planning and Management: - Legal Administration - Marketing • Enterprise skills • Arts Management portfolio 	<p>FORM 4</p> <ul style="list-style-type: none"> • Dance Project Planning and Management: - Production Logistics • Enterprise skills • Dance Management portfolio
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8.0 COMPETENCY MATRIX

8.1 FORM 1

8.1.1. HISTORY OF ZIMBABWEAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
History of Dance in Zimbabwe	<ul style="list-style-type: none"> • identify Zimbabwean Dances • classify Zimbabwean Dances according to purpose 	<ul style="list-style-type: none"> • Indigenous Zimbabwean dances <ul style="list-style-type: none"> - Origin - Function - Formation - Season - music • Sacred and non sacred dance forms • Influences on indigenous dance forms • Research Portfolio 	<ul style="list-style-type: none"> • Listing indigenous groups and their dance forms • Categorising Indigenous dance forms according to purpose • Demonstrating the dance genres • Exhibiting related components within the dance forms • Researching on Indigenous Dance forms 	<ul style="list-style-type: none"> • Resource persons • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio tape recorder • Talking book • Large print books • JAWS software • Braille books • Historical Websites
Dance genres	<ul style="list-style-type: none"> • trace the development of Dance genres in Zimbabwe 			
History of Dance portfolio	<ul style="list-style-type: none"> • compile an Indigenous Zimbabwean dance Research Portfolio on a dance form of interest outside their local community. 			

8.1.2. DANCE TECHNIQUES

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Indigenous Dances in Zimbabwe	<ul style="list-style-type: none"> • identify different indigenous ethnic groups in order to determine the ethnic characteristics and rhythm. • compare sacred and non sacred dance forms • demonstrate norms and values of indigenous dances in Zimbabwe 	<ul style="list-style-type: none"> • Relevant Indigenous ethnic groups such as: <ul style="list-style-type: none"> - Korekore - Zezuru - Manyika - Ndebele - Karanga - Kalanga - Nambya - Tonga - Venda - Sotho • Ethic Characteristics • Gender, Sexuality, HIV & AIDS in dances • Music and Rhythm • Techniques of Sacred and Non-sacred Dance styles • Sacred Dances Ndebele – Isitshikitsha, Amantshomane Kalanga – Amajukwa, Ihosana Tonga – Mpande, Buntibe Karanga – Mhande, Bira Zezuru – Humbekumbe, Dandanda Korekore – Chinyamasasure, Katekwe Manyika – Chidzimba Buda – Tsotsa 	<ul style="list-style-type: none"> • Playing instruments and rhythm for specific dance • Performing dance sequences showing differences between sacred and non-sacred dance forms • Performing Dance styles 	<ul style="list-style-type: none"> • Resource persons • Live shows/performances • Video Clips • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio tape recorder • Talking book • Large print books • JAWS software • Braille books • Historical Websites • Flash cards

8.1.2. DANCE TECHNIQUES

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Indigenous Dances in Zimbabwe		<ul style="list-style-type: none"> Non-Sacred Dances Ndebele – Ukumekeza, Indlamu Kalanga – Amabhiza Nambya – Nsumbule Tonga – Buntibe Karanga – Chinyambera, Mba-kumba Shangani – Muchongoyo Zezuru – Mbende, Chokoto Korekore – Dinhe Manyika – Shangara Budya – Ngororombe 	<ul style="list-style-type: none"> Recording a dance style for the portfolio 	
Dance Technique Portfolio	<ul style="list-style-type: none"> compile a Dance Technique portfolio on a Dance style of their choice 	Dance Technique Portfolio - Dance styles	<ul style="list-style-type: none"> Recording a dance style for the portfolio 	

8.1.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Musical	<ul style="list-style-type: none"> apply basic music elements to the making and performance of dance 	<ul style="list-style-type: none"> Instrumentation - vocals - vocable - clapping - percussive instruments 	<ul style="list-style-type: none"> Composing instrumental music pieces for dance styles to create desired support. 	<ul style="list-style-type: none"> Electronic media Recording equipment Instruments

8.1.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> • create dance styles using improvisation • present a repertoire of dance movement vocabulary 	<p>Basic music elements</p> <ul style="list-style-type: none"> - rhythm - méter - accents - time - pitch - tone • Methods of improvisation 	<ul style="list-style-type: none"> • Improvising dance styles and instrumentation • Demonstrating artistic expressions in created dances 	<ul style="list-style-type: none"> • Drawings • Graphs • Dance Notations • Electronic Media • Internet
Scripting	<ul style="list-style-type: none"> • record personal movement patterns and phrases using a variety of methods. 	<ul style="list-style-type: none"> • Development of theme - theme identification - storyline - costuming and props - instrumentation - dynamics - forms - movement patterns such as drawings, graphs - vocabulary 	<ul style="list-style-type: none"> • Developing themes for selected dance styles. • Creating storylines based on themes. • Presenting repertoires of dance movement vocabulary. • Recording movement patterns using a variety of methods. • Designing costumes and props for created works 	
Creative Portfolio	<ul style="list-style-type: none"> • create a folklore song composition portfolio 	<ul style="list-style-type: none"> • Creative portfolio 	<ul style="list-style-type: none"> • Creating a portfolio for folklore song composition 	

8.1.4 ANATOMY, NUTRITION AND IDENTITY

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
The Body - Skeletal Structure and Muscle Groups	<ul style="list-style-type: none"> Describe human anatomy in relation to dance 	<ul style="list-style-type: none"> The Body - Skeletal structure - Skeletal muscles and other muscle groups 	<ul style="list-style-type: none"> Identifying muscle groups from detailed diagrams on anatomic structure Naming main bones of active limbs demonstrating motor and sensory co-ordination of the human body 	<ul style="list-style-type: none"> Reference Books Internet Video footage Resource person Braille Books Computer and Projector
Respiratory System	<ul style="list-style-type: none"> outline the respiratory structure 	<ul style="list-style-type: none"> Breathing Mechanism Vocal Mechanism 	<ul style="list-style-type: none"> Drawing the respiratory system structure Breathing exercises Practising vocal exercises 	
Zimbabwean Identity in Dance	<ul style="list-style-type: none"> define self identity in Dance describe indigenous cultural identity in Dance compare the multiple dimensions of a Zimbabwean community 	<ul style="list-style-type: none"> Personal identity(concept of self) Group identity History of cultural image of Zimbabwean indigenous groups 	<ul style="list-style-type: none"> Drawing pictures of oneself in relation to family and social structures Comparing different aspects of indigenous Zimbabwean social groups 	
Hygiene	<ul style="list-style-type: none"> identify hygiene practices for a dancer explain hygiene practices 	<ul style="list-style-type: none"> Hygiene 	<ul style="list-style-type: none"> Listing hygiene practices for a dancer Discussing the importance of the dancer's hygiene 	
Anatomy, Nutrition and Identify Portfolio	<ul style="list-style-type: none"> create an anatomy and nutrition Portfolio 	<ul style="list-style-type: none"> Anatomy, Nutrition and Identify Portfolio - images; sketches - research notes 	<ul style="list-style-type: none"> Compiling anatomy and Health Portfolio 	

8.1.5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Performance appreciation - Attachment of meaning	<ul style="list-style-type: none"> • identify the elements of dance performance • describe elements of dance • attach meaning to dance elements 	<ul style="list-style-type: none"> • Elements of dance production <ul style="list-style-type: none"> - costumes - lighting - props - venue - movement 	<ul style="list-style-type: none"> • Analysing elements of dance production • discussing elements of dance performance • Describing meanings of dance elements 	<ul style="list-style-type: none"> • Video with captions • Reference books • Magazines • Internet • Film • Resource person • Props • Costume • Talking Books
Performance appreciation portfolio	<ul style="list-style-type: none"> • create appreciation portfolio 	<ul style="list-style-type: none"> • Performance Appreciation Portfolio - Images and reports 	<ul style="list-style-type: none"> • Developing appreciation portfolio 	

8.1.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technology in Dance; - Conceptual design: Sketches	<ul style="list-style-type: none"> • Define stage, lighting, costume and sound technology • describe stage, lighting and sound technology • demonstrate the conceptual design process for dance • design a production using Dance technology. 	<ul style="list-style-type: none"> • Dance space • Performances • Digital Technology • Stage equipment • Conceptual Design Process • Culture and costume design - Traditional costume/ livery - Batik ,Java, Tie and dye 	<ul style="list-style-type: none"> • Watching live Performances • Making emergency profile kits • Visiting Dance resource centres • Applying Conceptual Design • Drawing design sketches • Undertaking gallery walk • Compiling a Technology 	<ul style="list-style-type: none"> • Dance Space • Costumes • Make-up Kits • CD/DVD players • Projector and screen • Reference Books • Resource Persons • Design Studios

8.1.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
- Dance Administration - Structures and styles of management - Enterprise skills	<ul style="list-style-type: none"> state different roles and functions of personnel in Dance companies. Illustrate Dance company organizations. set up a Dance company within the school. 	<ul style="list-style-type: none"> Roles and Functions of Dance personnel - Choreographer/Director - Production designer - Production writer - Costume designer - Light engineer - Set designer - Sound engineer Management structure of a Dance company 	<ul style="list-style-type: none"> Identifying different roles played by management personnel in Dance companies Discussing how different roles relate and complement each other. Drawing a Dance company organization Forming a Dance company 	<ul style="list-style-type: none"> Relevant reference books Internet Video clips with caption CD/DVD Player Resource persons Arts management tool kit Electronic media Cameras Recorders Camcorders
Marketing	<ul style="list-style-type: none"> define marketing market a Dance performance 	<ul style="list-style-type: none"> Dance company structure Company set up 	<ul style="list-style-type: none"> Defining marketing Writing marketing plan for the performance Carrying out marketing research for the performance Designing posters, tickets, video and audio clips for advertising Selling tickets for the performance 	
- Dance Management Portfolio	<ul style="list-style-type: none"> create Dance Management Portfolio 	<ul style="list-style-type: none"> Marketing plan Marketing research Advertising - Video clips - Tickets ,Posters - Fliers ,Jingles Dance Management Portfolio development 	<ul style="list-style-type: none"> Developing Dance Management Portfolios for their Dance company 	

8.2 FORM 2

8.2.1 HISTORY OF ZIMBABWEAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
History of Dance in Southern Africa	<ul style="list-style-type: none"> • identify songs, rhythms and dances in Southern Africa • classify Southern African dances according to purpose 	<ul style="list-style-type: none"> • Development of dance trends and patterns in Southern Africa from pre-colonial to the present period <ul style="list-style-type: none"> - musical instruments - Masquerades - Historical events - Satires - Praise performances - Ritualistic dance performances • Socio historical events 	<ul style="list-style-type: none"> • Researching on Dance forms in different historical and cultural contexts in Southern Africa • Listing Southern African societies and their dance forms • Categorising Southern Africa dance forms according to purpose • Illustrating the dance genres from Southern Africa • Performing one of the various forms of Dance in Southern Africa 	<ul style="list-style-type: none"> • Resource persons • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio tape recorder • Talking books • Large print books • JAWS software • Braille books • Dance web sites
Dance genres	<ul style="list-style-type: none"> • trace the development of Dance genres in Southern Africa 	<ul style="list-style-type: none"> • History of dance Portfolio <ul style="list-style-type: none"> - research notes - pictures - video clips 	<ul style="list-style-type: none"> • Researching on Southern Africa Dance forms • Undertaking Educational trips 	
History of dance portfolio	<ul style="list-style-type: none"> • compile a Southern African dance Research Portfolio on dance forms of interest. 	<ul style="list-style-type: none"> • Compiling a history for Dance Portfolio 		

8.2.2 DANCE TECHNIQUES

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Indigenous dances in Southern Africa	<ul style="list-style-type: none"> • identify indigenous groups in Southern African countries • illustrate knowledge of the ethnic character roles in indigenous dance and related indigenous songs • exhibit the difference between related Zimbabwean and Southern African Dances 	<ul style="list-style-type: none"> • Origin of indigenous Southern African dances • Character roles in indigenous dance • Indigenous songs and musical accompaniment • Sacred, non-sacred and community dance forms found in Zimbabwe and Southern Africa such as: <ul style="list-style-type: none"> - Mozambique Nyungwe - Mafuwe Yao - Makwayela Xitshangana- Muchongoyo Botswana Setswana – Setapa Zambia Chewa - Chimutali - African traditional ceremonies such as: <ul style="list-style-type: none"> - Marriage ceremonies - Rite of passage(gender, sexuality and HIV/AIDS) 	<ul style="list-style-type: none"> • Demonstrating indigenous Southern African dance styles • Playing rhythms and instrumentals • Presenting Audiovisual captions of dances • Discussing the similarities and differences between Zimbabwean and Southern African sacred and non-sacred, social and community dance forms • Merging Southern African indigenous music and dance techniques • Performing different indigenous dances in Zimbabwe and South Africa 	<ul style="list-style-type: none"> • Dance Space • Lights • Sound and Audio Instruments • Video footage • Resource persons • Live performance • Reference material • Internet • Cameras • Voice recorder • MP4 recorder
Performance portfolio	<ul style="list-style-type: none"> • compile a performance Portfolio on a preferred Southern African dance Genre 	<ul style="list-style-type: none"> • Performance portfolio - Audio and video footage and other relevant material 	<ul style="list-style-type: none"> • Documenting a Southern African Dance genre 	

8.2.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Musical	<ul style="list-style-type: none"> • Create music through improvisation • Apply basic music elements to the making and performance of dance 	<ul style="list-style-type: none"> • Instrumentation <ul style="list-style-type: none"> - Vocals - Vocables - Clapping - percussive 	<ul style="list-style-type: none"> • composing music accompaniment for created dances • improvising dance styles and instrumentation • demonstrating artistic 	<ul style="list-style-type: none"> • relevant books • resource persons • internet • recording equipment
Musical Notation	<ul style="list-style-type: none"> • write rhythms for percussive instruments • interpret rhythm through clapping, stamping • compose songs to accompany created dances • perform different dance genres 	<ul style="list-style-type: none"> • rhythmic notation <ul style="list-style-type: none"> - crotchets - quavers - semiquavers - dotted notes - melody notation - voice and instruments 	<ul style="list-style-type: none"> • Writing rhythms for percussive instruments • Notating rhythms of known dance styles • Interpreting notated rhythms for performance • Composing songs for dance accompaniment • Recording created dance works 	<ul style="list-style-type: none"> • Electronic media
choreography	<ul style="list-style-type: none"> • apply choreographic principles to create dances • relate created improvised works to existing dance styles 	<ul style="list-style-type: none"> • choreography <ul style="list-style-type: none"> - Dimensions of space - Sequence - Formation - Coordinated rhythmic movements 	<ul style="list-style-type: none"> • Choreographing dance styles to create desired meaning. • Demonstrating different choreographed dance genres • Creating works through improvisation • Designing dance sequences that use established dance styles or genres • Instructing the movement and phrases of created works to peers 	
Creative Portfolio	<ul style="list-style-type: none"> • compile a song and dance composition portfolio 	<ul style="list-style-type: none"> • Song Composition • Arrangement • Improvisation 	<ul style="list-style-type: none"> • Composing songs for the creative portfolio. Choreographing dances • Improvising dances for distinct personal intent 	

8.2.4 ANATOMY AND NUTRITION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Nutrition and Diet	<ul style="list-style-type: none"> • identify food groups • outline importance of food groups • explain nutritional value • plan a diet for a dancer 	<ul style="list-style-type: none"> • Nutrition and Diet • Food groups such as: <ul style="list-style-type: none"> - Proteins ,vitamins • Balanced diet 	<ul style="list-style-type: none"> • Stating food groups • Describing nutritional values of different food groups • Discussing nutritional values • Setting up exhibition on food groups • Discussing eating habits for a dancer • Planning a meal for a dancer 	<ul style="list-style-type: none"> • Videos with captions • Internet • Talking Books, Resource persons • Ramps. MP4 Recorders • Internet' Relevant magazines
Exercise regime	<ul style="list-style-type: none"> • identify different exercises for dancers • describe the benefits of the different exercises • demonstrate the different exercises for dancers 	<ul style="list-style-type: none"> • Physical conditioning <ul style="list-style-type: none"> - Vocal accompaniment - Concentration exercises - Warm up - Physical fitness 	<ul style="list-style-type: none"> • Stating different exercises for dancers • Discussing benefits of exercises to dancers • Performing different exercises 	<ul style="list-style-type: none"> • Open space • Reference Books

8.2.5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Performance appreciation - characterization - dialogue	<ul style="list-style-type: none"> • describe characterization and dialogue in a dance drama • attach meaning to characterization and dialogue in a dance 	<ul style="list-style-type: none"> • Dance interpretation , Character representation in a dance - Character portrayal, profile - Dialogue, Vocabulary - Punctuation, Interjections - conversations 	<ul style="list-style-type: none"> • Describe characters in performance • Assessing the appropriateness of dialogue and characterization in a dance performance • Demonstrating characters and dialogue in a dance performance 	<ul style="list-style-type: none"> • Video with caption • Reference Books • Magazines, Internet • Films, Resource person • Props. Costumes • Talking Books, Ramps
Performance appreciation portfolio	<ul style="list-style-type: none"> • compile a performance appreciation portfolio 	<ul style="list-style-type: none"> • Performance appreciation portfolio 	<ul style="list-style-type: none"> • Developing a performance appreciation portfolio 	

8.2.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technology in Dance	<ul style="list-style-type: none"> interpret a script into a technical sketch 	<ul style="list-style-type: none"> Script Dance Space/ Stage Lighting Technology Make-up application Costume production Sound Technology New Media 	<ul style="list-style-type: none"> Reading scripts Analyzing scripts Watching live Performances Visiting Dance resource centres Recording, editing packaging videos, photography 	<ul style="list-style-type: none"> Dance Space Lights Sound and Audio Instruments Cameras/ Smartphones/ ipad CD/DVD players Projector and screen
Technology Design portfolio	<ul style="list-style-type: none"> develop a Portfolio on Technology Design 	Portfolio on Model Design -video clips -scripts -design sketches	<ul style="list-style-type: none"> Developing a Technology Design Portfolio 	<ul style="list-style-type: none"> Video Clips with captions Graphics Computers

8.2.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance project planning and management: strategy plan layout	<ul style="list-style-type: none"> define Dance project planning and management prepare a Dance Project Plan compile an event schedule sheet outline the steps to be done to implement the project 	<ul style="list-style-type: none"> Dance Project Planning Task list Event timeline check list Programming and coordination 	<ul style="list-style-type: none"> Explaining Dance project planning Researching on Dance projects Outlining a Dance project planning process 	<ul style="list-style-type: none"> Financial resources CD/DVD Player, Relevant reference books Braille machine Audio tape recorders Talking calculator Large print books JAWS software Resource person Dance management tool kit

8.2.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Cycles of project planning and management	<ul style="list-style-type: none"> identify potential cost and income of the project use project implementation strategies 	<ul style="list-style-type: none"> Budgeting 	<ul style="list-style-type: none"> Applying project implementation strategies 	
Enterprise skills- Market research , Budgeting	<ul style="list-style-type: none"> examine basic marketing skills of supply, demand and pricing 	<ul style="list-style-type: none"> Enterprise Skills Market research Budgeting, Administration Planning and production 	<ul style="list-style-type: none"> Discussing marketing skills Drawing up a budget 	
Dance management portfolio	<ul style="list-style-type: none"> develop a Dance Management Portfolio 	<ul style="list-style-type: none"> Dance Management Portfolios 	<ul style="list-style-type: none"> Developing a Dance Management Portfolio 	

8.3 FORM 3

8.3.1 HISTORY OF ZIMBABWEAN, AFRICAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
History of African Dance	<ul style="list-style-type: none"> identify African Dance patterns 	<ul style="list-style-type: none"> African Dance trends Pre-colonial dance forms (ritual, celebration, protest dance) such as: <ul style="list-style-type: none"> Mbende Isitshikitsha mhande 	<ul style="list-style-type: none"> Researching on African Dance forms 	<ul style="list-style-type: none"> Resource persons Reference books Journals

8.3.1 HISTORY OF ZIMBABWEAN, AFRICAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> • Colonial dance forms (chimurenga/umvukela) protest dances such as: <ul style="list-style-type: none"> - Kongonya - Ingquzu - Gumboot dance - Kalela/Ben arinoti - Jerusarema 			<ul style="list-style-type: none"> • National archives • Video clips • Video clips with Captions • Electronic media • Braille machine • Audio tape recorder • Talking book • Large print books • JAWS software • Braille books • Dance websites
History of African – diasporan dance	<ul style="list-style-type: none"> • identify African diasporan dance forms 	<ul style="list-style-type: none"> • Post-colonial dance forms such as: <ul style="list-style-type: none"> • South Africa Pantsula • USA - Break dance, - Jitterbug • Cuba/brazil - Rhumba, - Mambo - Cha cha cha - Samba, - Merengue 	<ul style="list-style-type: none"> • Watching videos and related material on African-Diasporan Dance • Developing a Research Portfolio 	
History of African and African Diasporan dance portfolio	<ul style="list-style-type: none"> • compile a history of dance research portfolio 	<ul style="list-style-type: none"> • Research portfolio - Documentation - Filling 	<ul style="list-style-type: none"> • Developing a research portfolio on history of African and African diasporan dance 	

8.3.2 DANCE TECHNIQUES

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance styles in Africa and African Diaspora	<ul style="list-style-type: none"> Practice dance formations from Africa and African diasporan 	<ul style="list-style-type: none"> North African Dance styles such as: <ul style="list-style-type: none"> Egypt – Belly Dance West African Dances Nigeria – Igbu dances Yoruba dances African Diasporan Dance such as: <ul style="list-style-type: none"> Orisha dances USA –Break dance Jitterbug Cuba/Brazil Rumba, Mambo, Cha cha cha Samba, Merengue Traditional instruments and modern instruments 	<ul style="list-style-type: none"> Collecting and watching video footage of African and African-Diasporan Dance styles Performing dance formations from Africa and African diasporan dance styles Mastering songs and rhythms of various African and African-Diasporan dance styles 	<ul style="list-style-type: none"> Video camera Recorded music Internet Live Performance Resource persons Archived footages Computer Smartphone/Tablet Memory Cards/Flashstick
Performance Portfolio	<ul style="list-style-type: none"> compile a Performance Portfolio 	<ul style="list-style-type: none"> Collated Performance Material 	<ul style="list-style-type: none"> Researching and compiling a dance performance portfolio 	

8.3.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
musical accompaniments	<ul style="list-style-type: none"> Create a dance production accompanied by music 	<ul style="list-style-type: none"> Instrumentation : <ul style="list-style-type: none"> Vocals 	<ul style="list-style-type: none"> Creating dance production reflecting cultural diversity, socio-economic 	<ul style="list-style-type: none"> Notations Relevant books

8.3.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
musical accompaniments	<ul style="list-style-type: none"> Use dance formations to create original works of music Formulate a dance production accompanied by percussive instruments Design and make appropriate costumes and props 	<ul style="list-style-type: none"> Clapping Beat boxing Percussive instruments Improvisation Interjections Costume design 	<ul style="list-style-type: none"> Selecting a variety of songs and dances to create a dance production Using percussive instruments that are appropriate for the created works. Designing and making costumes and props for created dance styles 	<ul style="list-style-type: none"> Electronic media Internet Costumes Instruments MP4 Recorders Bottles, Tins, Computers Plants, Relevant books
choreography	<ul style="list-style-type: none"> Perform different dance genres Apply choreographic principles in creating a dance production Derive meaning of dance styles from improvised dance forms 	<ul style="list-style-type: none"> Space Sequence Formation Coordinated rhythmic movement Song composition Improvisation 	<ul style="list-style-type: none"> Choreographing dances Demonstrating different choreographic styles from different dance genres Creating dance production through improvisation Designing dance movement using established dance styles and genres 	
Scripting	<ul style="list-style-type: none"> Interpret scripts for dance Adapt scripts into performance 	<ul style="list-style-type: none"> Adaptation Performance Directions Mood, Dynamics Costumes Instrumentation, Purpose 	<ul style="list-style-type: none"> Decoding scripts for dance Performing dances adapted from scripts 	<ul style="list-style-type: none"> Scripts Notations Relevant books Internet Multi media Music software JAWS software
Creative portfolio	<ul style="list-style-type: none"> Create a portfolio on percussion instrument making 	<ul style="list-style-type: none"> Percussion instruments Environmental awareness (plants and animals) 	<ul style="list-style-type: none"> Identifying percussion instruments and their dance styles Improvising percussion instruments to prevent damage to the environment Discussing on renewable sources of percussion instruments 	

8.3.4 ANATOMY, NUTRITION AND IDENTITY

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
physiotherapy and rehabilitation	<ul style="list-style-type: none"> • identify common traumas and injuries in dance • discuss relevant safety measures in dance 	<ul style="list-style-type: none"> • Injuries and traumas • Treatment and remedies - rehabilitation regimes 	<ul style="list-style-type: none"> • Working with interactive massage diagrams • Listing common injuries and traumas in dance • Administering first aid in mock injury sessions • Exercising for performance 	<ul style="list-style-type: none"> • First kits Aid • Massage kits
Hygiene and Nutrition	<ul style="list-style-type: none"> • explain the importance of cleanliness in Dance • state the advantages of a balanced diet in Dance 	<ul style="list-style-type: none"> • Personal hygiene - Grooming - Dressing - Balanced diet - drugs 	<ul style="list-style-type: none"> • Discussing advantages of good personal hygiene • Explaining the advantages of a balanced diet and disadvantages of a poor diet and drugs 	
Zimbabwean identity in dance	<ul style="list-style-type: none"> • identify types of identity • describe identity aspects relevant in dance • explain the importance of identity in dance 	<ul style="list-style-type: none"> • Identity types - Cultural - Gender - Language - Origin - Ethnic group - Costume 	<ul style="list-style-type: none"> • Stating aspects of identity • Discussing aspects of identity in dance • Researching on the relevance of identity in dance • Presenting and assessing researched information on dance 	

8.3.5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Performance and aesthetic appreciation - Symbolic Impressions	<ul style="list-style-type: none"> • identify symbols used in a dance performance • describe impression created by symbols in a dance performance • analyse impression created by symbols in a dance performance 	<ul style="list-style-type: none"> • Symbolic Impressions - Movement - Colour - Light - Form - Props 	<ul style="list-style-type: none"> • Stating symbols in a dance performance • Describing symbols in a dance performance • Analyzing impressions created by symbols in a dance performance 	<ul style="list-style-type: none"> • Video with captions • Reference Books • Magazines • Internet • Resource persons • Props • Costumes • Talking Books • Smart phones • Ramps
Performance Appreciation portfolio	<ul style="list-style-type: none"> • create a Performance appreciation Portfolio 	<ul style="list-style-type: none"> • Performance appreciation Portfolio: - Documentation - Filing reviews 	<ul style="list-style-type: none"> • Developing a performance appreciation portfolio 	

8.3.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technical stage design	<ul style="list-style-type: none"> • Create stage and lighting plans for a live dance performance 	<ul style="list-style-type: none"> • Stage floor plans: • Audio-visual plans 	<ul style="list-style-type: none"> • Drawing stage design plans 	<ul style="list-style-type: none"> • Design Studio • Computer hardware and software

8.3.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technical stage design	<ul style="list-style-type: none"> design appropriate audio – visual plans 	<ul style="list-style-type: none"> Costume Sketches and Make-up: Figure Drawings, Make up Sketches, Audio-visual: -Recording, editing and packaging Visual effects. 	<ul style="list-style-type: none"> Developing Stage design Plans Designing audio-visual effects for dance performances Recording sound effects for dance performances 	<ul style="list-style-type: none"> Cameras/Smartphones/ iPad CD/DVD players Projector and screen Relevant braille sources JAWS Software Editing software
Multi-media equipment	<ul style="list-style-type: none"> demonstrate competency in usage of Dance technology systems 	<ul style="list-style-type: none"> Equipment set up 	<ul style="list-style-type: none"> Setting up audio-visual equipment 	
Dance Design Portfolio	<ul style="list-style-type: none"> develop a Dance Design Portfolio 	<ul style="list-style-type: none"> Dance Design Portfolio: <ul style="list-style-type: none"> Documentation Filing sketches design plans 	<ul style="list-style-type: none"> Compiling a Dance Design Portfolio 	

8.3.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance Project Planning	<ul style="list-style-type: none"> Describe activities of a timeline in a dance performance 	<ul style="list-style-type: none"> Time Management 	<ul style="list-style-type: none"> Drawing up project activities and time frames 	<ul style="list-style-type: none"> DVD's, CD/DVD Player Relevant reference books Braille machine Audio tape recorders Talking calculator Books of Accounts

8.3.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance management	<ul style="list-style-type: none"> state elements of a business plan demonstrate enterprise skills develop a project proposal 	<ul style="list-style-type: none"> Elements of a business plan Report writing Marketing Costing Accounting Financial literacy 	<ul style="list-style-type: none"> Demonstrating enterprise skills through role play 	<ul style="list-style-type: none"> JAWS software Resource person Dance management tool kit Calculators Books of Accounts
Legal administration	<ul style="list-style-type: none"> develop a project proposal for a dance performance 	<ul style="list-style-type: none"> Enterprise skills Constitution Contracts Negotiation Memorandum of understanding Insurance 	<ul style="list-style-type: none"> Drafting legal administration documents 	
dance management portfolio	<ul style="list-style-type: none"> create a Dance Management Portfolio 	<ul style="list-style-type: none"> Dance Management Portfolio: Documentation Filing 	<ul style="list-style-type: none"> Developing a Dance Management Portfolio 	

8.4 FORM 4

8.4.1 HISTORY OF ZIMBABWEAN, AFRICAN-DIASPORAN AND CONTEMPORARY DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
History of contemporary dance: Zimbabwe and the World	<ul style="list-style-type: none"> • identify contemporary dances in Zimbabwe • trace the development of Contemporary Dance in Zimbabwe and Africa • relate World Dance styles to 	<ul style="list-style-type: none"> • Zimbabwean Contemporary Dances such as: <ul style="list-style-type: none"> - Kongonya - Clarks - Pantsula - Sungura - Ingquzu - Hip Hop - Imbube 	<ul style="list-style-type: none"> • Researching on Zimbabwean Contemporary dances • Identifying a Contemporary dance for performance • Naming world dance types 	<ul style="list-style-type: none"> • Resource persons • Reference books • National archives • Video clips with Captions
Dance genres	Zimbabwean and African Dance context.	<ul style="list-style-type: none"> • Contemporary World Dance Styles such as: <ul style="list-style-type: none"> - Ballet - Tap - Ballroom - Salsa - Line - Belly • Cultural heritage • Children's Rights • Gender, Sexuality & HIV/AIDS 	<ul style="list-style-type: none"> • Comparing world Dance styles with Zimbabwean contemporary dances • Performing a dance style 	<ul style="list-style-type: none"> • Electronic media • Braille machine • Audio tape recorder • Talking book • Large print books • JAWS software • Braille books
History of dance portfolio	<ul style="list-style-type: none"> • create a portfolio for the History of dance 	<ul style="list-style-type: none"> • History of dance portfolio - Documentation - Filing 	<ul style="list-style-type: none"> • Developing a portfolio for History of dance 	

8.4.2 DANCE TECHNIQUES

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance Hybridity	<ul style="list-style-type: none"> • identify Zimbabwean Contemporary dances • trace the evolution of Zimbabwean contemporary dance in pre-colonial , colonial and post-colonial eras • demonstrate roles of Zimbabwean contemporary dance in pre-colonial , colonial and post- colonial eras • relate world contemporary dance styles to Zimbabwean contemporary dance styles 	<ul style="list-style-type: none"> • Types of Zimbabwean contemporary dances such as: <ul style="list-style-type: none"> - Kongonya - Clarks - Pantsula - Museve - Ingguzu - Isikokotsha • Historical development of the Zimbabwean contemporary dance • Contemporary dances from: - <ul style="list-style-type: none"> - America - Asia - Europe - Africa • War dances • Social dances • Community dances such as: <ul style="list-style-type: none"> - Jiti - Jitterbug - Ingguzu - Tap dance - Pantsula - Break dance 	<ul style="list-style-type: none"> • Consulting resource persons in dance • Researching on contemporary Zimbabwean and world dance • Demonstrating contemporary dance • Exploring similar movements found in the relevant compared dances • Performing festivals, galas, live shows and competitions • Collaborating with other dance groups 	<ul style="list-style-type: none"> • Resource persons • Reference books • National archives • Videos • Electronic media • Braille machine • Audio tape recorder • Talking books • Large print books • JAWS software • Braille books

8.4.3 CREATIVE COMPOSITIONS AND INTELLECTUAL PROPERTY LAW

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Musical accompaniment	<ul style="list-style-type: none"> • use instrumental variations in compositions • set up sound equipment 	<ul style="list-style-type: none"> • Instrumental variations • Sound equipment such as <ul style="list-style-type: none"> - DVD, instruments - Music software • Scripting - Editing software 	<ul style="list-style-type: none"> • Creating indigenous dance works using instrumental variations • Performing dances accompanied by music 	<ul style="list-style-type: none"> • Reference books • Resource persons • National archives • Videos • Electronic media • Braille machine • Audio tape recorder • Talking books • Large print books • JAWS software • Braille books
choreography	<ul style="list-style-type: none"> • apply choreographic principles to create dances 	<ul style="list-style-type: none"> • Fusion • Variations • Experimentation in space • Uncoordinated interjections • Music elements such as: <ul style="list-style-type: none"> - Rhythm - Meter - Accents - Pitch - Tone 	<ul style="list-style-type: none"> • Creating dances using choreographic principles • Recording movement patterns and phrases • Using drawing, graphics and words to create dance space • Experimenting with variations to create fusions and uncoordinated interjections in dance • Using variations to express ideas through dance 	
Intellectual property Law	<ul style="list-style-type: none"> • protect created works from unauthorized use • record created works for the market • maintain property records • collect royalties for published works • register created works with responsible authorities 	<ul style="list-style-type: none"> • Composition and legal protection • Documentary recordings • Monitoring royalties - Financial literacy • Registration 	<ul style="list-style-type: none"> • Recording created works for sale • Discussing on ways of protecting created works from piracy • Monitoring and maintaining distribution records • Registering created works to make them illegible for royalties 	
Intellectual Property Law portfolio	<ul style="list-style-type: none"> • develop an Intellectual Property Law Portfolio 	<ul style="list-style-type: none"> • Creative Portfolio - Registration - Property tracking - Royalties, Branding • Protected compositions 	<ul style="list-style-type: none"> • Compiling an intellectual Property Law Portfolio 	

8.4.4 ANATOMY, NUTRITION AND IDENTITY

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Health and Safety	<ul style="list-style-type: none"> Identify health and safety measures applicable to dance create a working environment free from hazards and health risks comply with health and safety practices and procedures 	<ul style="list-style-type: none"> Health and Safety policy Disaster risk management Disaster Risk Management Environmental issues 	<ul style="list-style-type: none"> Studying Health and Safety Policies Observing Health and Safety procedures in dance Clearing dance space of hazards 	<ul style="list-style-type: none"> Health and safety policy document Talking books Large print books JAWS software Braille books First Aid Kit
Etiquette in Dance	<ul style="list-style-type: none"> select appropriate dance costumes practice social dynamics of dancing 	Dance etiquette	<ul style="list-style-type: none"> Dressing in appropriate dance costumes Discussing social dynamics of dance etiquette Performing dances showing different dance etiquette 	
Health Portfolio	<ul style="list-style-type: none"> develop a Health Portfolio for dance 	<ul style="list-style-type: none"> Health Portfolio for dance 	<ul style="list-style-type: none"> Compiling a Health Portfolio 	

8.4.5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Performance and aesthetic appreciation	<ul style="list-style-type: none"> describe elements of a dance production demonstrate skills of dance through appreciation 	<ul style="list-style-type: none"> Elements of production: <ul style="list-style-type: none"> Shape Rhythm 	<ul style="list-style-type: none"> Describing elements of dance production Writing commentary reports on elements of dance production 	<ul style="list-style-type: none"> Videos Video cameras Reference Books

8.4.5 AESTHETIC VALUES AND PERFORMANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Elements of production	<ul style="list-style-type: none"> demonstrate skills of dance through appreciation compare different artistic social and cultural contexts of dance. evaluate dance as an art form. 	<ul style="list-style-type: none"> Pathways/floor patterns Dance functions and presentations Spatial relation Variation of dynamics Kinesthetic awareness Coordination Lighting costume 	<ul style="list-style-type: none"> Writing commentary reports on elements of dance production Recording a dance productions Attending dance functions and presentations Conducting interviews on visited dance groups Compiling a Performance Appreciation Portfolio 	<ul style="list-style-type: none"> Reference Books DVDs Magazines Film Resource person Costumes Talking Books Ramp JAWS software MP4 recorders
Performance Appreciation Portfolio	<ul style="list-style-type: none"> compile a Performance Appreciation Portfolio 	<ul style="list-style-type: none"> Performance Appreciation Portfolio: Reports DVDs/videos Presentation notes 		

8.4.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technical Design in Dance Project	<ul style="list-style-type: none"> Create a technical design project for a live performance apply principles and elements of design in projects justify design choice for the live dance performance 	<ul style="list-style-type: none"> elements of design Stage props sound light costume Make up 	<ul style="list-style-type: none"> Constructing stage sets Generating sound Recording sound Rigging and pitching lights Operating multi-media equipment. 	<ul style="list-style-type: none"> Dance Space Stage Design Workshop Costume Design Studio Lighting equipment Sound System Ipads

8.4.6 TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Design Portfolio	<ul style="list-style-type: none"> • compile a technical design portfolio for dance 	<ul style="list-style-type: none"> • Portfolio Presentation: <ul style="list-style-type: none"> - Script - Project plans - Models - Multi-media plans - Records - Reviews - Production reports - Assessment reports 	<ul style="list-style-type: none"> • Developing a technical Design Portfolio for dance 	<ul style="list-style-type: none"> • CD/DVD players • Projector and screen • JAWS software

8.4.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance project planning and management: performance logistics	<ul style="list-style-type: none"> • implement project plans • apply enterprise skills in a dance production • monitor project progress • evaluate the project 	<ul style="list-style-type: none"> • Project plans <ul style="list-style-type: none"> - budgeting - costing - stage design - logistics - enterprising skills • Enterprise skills: <ul style="list-style-type: none"> - Marketing - Costing - Accounting software - Record keeping - Negotiation 	<ul style="list-style-type: none"> • Implementing project activities • Managing an dance business project applying enterprising skills • Keeping financial records • Monitoring project activities • Evaluating the project 	<ul style="list-style-type: none"> • DVD's, CD/DVD Player • Relevant reference books • Braille machine • Audio tape recorders • Talking calculator • Large print • JAWS software • Resource person • Dance management tool kit • Newspapers .Calculators • Books of accounts. Files

8.4.7 DANCE MANAGEMENT (ENTERPRISE SKILLS)

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance management portfolio	<ul style="list-style-type: none"> • develop a dance Management Portfolio 	<ul style="list-style-type: none"> • Dance Management Portfolio - Presentation: - Project plans - Multi – media plans - Records - Minutes - Gant chart - Contracts - Advertising material - Newspaper cuttings - Financial reviews - Reports - Production - Monitoring and evaluation - Assessment 	<ul style="list-style-type: none"> • Compiling dance management portfolio 	<ul style="list-style-type: none"> • DVD's, CD/DVD Player • Relevant reference books • Braille machine • Audio tape recorders • Talking calculator • Large print • JAWS software • Resource person • Dance management tool kit • Newspapers • Calculators • Books of accounts • Files

9.0 ASSESSMENT

9.1 a) ASSESSMENT OBJECTIVES

By the end of the Form 1 - 4 Secondary Level Cycle, learners should be able to:

- 9.1.1 demonstrate an understanding of indigenous dances within the context of history and culture in Zimbabwe and the World;
- 9.1.2 display the role of dance as a vehicle of human experiences;
- 9.1.3 apply knowledge of the elements of dance production and management;
- 9.1.4 demonstrate competencies in dance;
- 9.1.5 compile portfolios in dance;
- 9.1.6 apply choreography, designing and script writing skills in dance;
- 9.1.7 comment on style, characterization, tone, mood and themes in a dance;
- 9.1.8 perform to a live audience;
- 9.1.9 produce technical design plans;
- 9.1.10 demonstrate the dexterity in the application of Dance technology;
- 9.1.11 identify career roles in Dance production;
- 9.1.12 interpret symbols in a Dance production;
- 9.1.13 Critique Dance productions;
- 9.1.14 demonstrate competencies in financial management , marketing, legal administration and project planning;
- 9.1.15 adapt different forms of literature into dance performance scripts

9.2 SCHEME OF ASSESSMENT

Dance will be assessed continuously from Forms 1 - 4 through coursework and examination. Learners will be assessed in the following areas:

9.2.1 Course work

9.2.2 Practical

- 9.2.2.1 Dancing, singing, choreographing, instrumentation, stage design, properties and costume design.
- 9.2.2.2 Sound production, script writing, directing, adaptation, lighting, planning and portfolios.
- 9.2.2.3 Evaluation, appreciation, leadership and communication skills.
- 9.2.2.4 Originality, creativity and collaboration competencies.
- 9.2.2.5 Dance management, enterprise and research skills.

9.2.3 Theory

- 9.2.3.1 Assignments
- 9.2.3.2 Tests

9.2.5 SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

ASSESSMENT OBJECTIVES					
Components	History of Dance in Zimbabwe, Africa and African-Diasporan	1. Dance Techniques 2. Creative Compositions and Performance	1. Anatomy, Nutrition and Identity 2. Aesthetic values and Performance appreciation	Technology in Dance	Dance Management
Paper 1	2%	2%	2%	2%	2%
Paper 2	5%	5%	5%	5%	5%
Paper 3 Performance Proficiency	Knowledge and Understanding	Application	Synthesis		
	15%	10%	5%		

Paper Description

Paper 1- 10%

This component consists of 40 multiple choice questions which are sampled from the seven topics of the syllabus. There should be a fair distribution of questions from each of the topics. Each question carries 1 mark. Total marks for this paper is 40.

Paper 2-25%

This component has two sections.

- Section A-Structured (40marks) consists of five structured questions. Each question carries 8 marks. Candidates are expected to answer all questions in this section writing their responses on the question paper.
- Section B-Essays (60 marks). This paper consists of 5 essay questions. Candidates are expected to choose any 3 questions. Each question in this section carries 20 marks. Candidates are expected to write their responses on separate paper provided.

Paper 3 – 35%

- Practical Paper-(100 marks). This component consists of 5 practical tasks which are based on the 5 syllabus topics with emphasis on Dance Techniques and Creative Compositions. Candidates are expected to choose any 1 task which they are expected to practically demonstrate within 8-10 minutes. Examiners are expected to assess the candidate using a checklist.

The dance learning area will be assessed using Continuous and Summative Assessment

Form of assessment	Weight
Continuos	30%
Summative	70%
Total	100%

Continuous assessment

Level	Assessment	Frequency	Weighting
Form 1	Practical Assignment	1 per term	5%
	Theory Test	1 per term	
	Project	1 per year	
Form 2	Practical Assignment	1 per term	5%
	Theory Test	1 per term	
	Project	1 per year	
Form 3	Practical Assignment	1 per term	10%
	Theory Test	1 per term	
	Project	1 per year	
Form 4	Practical Assignment	1 per term	10%
	Theory Test	1 per term	
	Project	1 per year	
Total			30%

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment of tasks.

Dance Performance Check List

Activity	Comment				
	5 Very Good	4 Good	3 Satisfactory	2 Below Average	1 Unsatisfactory
ENTRANCE					
INTRODUCTION					
CHOREOGRAPHY: -Body movement -Gestures - Facial Expression					
COSTUME AND PROPS					
ENSEMBLE: -Concentration - Focus to Collaborate					
TIME MANAGEMENT					
STORYLINE - Orginality - Exposition - Rising Action - Tension Development - Falling Action - Denouement					
MUSICAL ACCOMPANI- MENT -Percussion -Musical Instruments - Rhythm					
CHARACTERIZATION					
VOICE PROJECTION - Pitch - Tone - Volume					
DESIGN					
DIRECTING					
SPECIAL EFFECTS					
STAGE MANAGEMENT					
EXIT					
TOTAL					





