



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

SECONDARY SCHOOL DANCE SYLLABUS
2015-2022

FORMS 5 - 6

Curriculum Development Unit
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Harare

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CONTENT

PAGE

Table of Contents

ACKNOWLEDGEMENTS..... 1

1.0 PREAMBLE..... 1

 1.1 INTRODUCTION..... 1

 1.3 SUMMARY OF CONTENT..... 1

..... 2

 1.4 ASSUMPTIONS..... 2

 1.5 CROSS CUTTING THEMES..... 2

2.0 PRESENTATION OF SYLLABUS..... 3

3.0 AIMS..... 3

4.0 SYLLABUS OBJECTIVES..... 3

 5.0 METHODOLOGY AND TIME ALLOCATION..... 4

6.0 TOPICS..... 5

7.0 SCOPE AND SEQUENCE..... 6

8.0 COMPETENCY MATRIX..... 9

FORM 5 SYLLABUS..... 9

1.0 PREAMBLE

1.1 INTRODUCTION

The Form 5-6 Dance Syllabus is a learning area that builds on the Form 1-4 Dance Syllabus and it aims at engaging the mind, body and spirit of the learner. It provides them with opportunities for the development of physical, expressive, appreciative and perceptive skills. The learning area avails the platform for learners to analyse their experiences and understand dance forms, exploring the interrelationship between practical and theoretical aspects of dance. The Dance Syllabus will allow learners to participate in various dance genres in which they develop as critical thinkers, effective communicators and independent individuals. The syllabus enables the learners to appreciate the history of dance in Zimbabwe in relation to the world as well as to enhance their knowledge of ethics in dance. The learners will acquire further business skills to empower them for further specialisation and life-long learning in dance.

1.2 RATIONALE

Dance has long been established as a fundamental form of self-expression that fosters an appreciation of self in relation to one's cultural identity (Unhu/Ubuntu/Vumunhu). Dance helps a learner to become a custodian of their cultural heritage, whilst attaining a better understanding of universal themes such as bereavement, love, worship, fertility, entertainment, gender and leadership. Learners will explore opportunities in the use of technologies and develop an understanding of its impact in the creative process of performance and analysis of dance. The syllabus will benefit the learners through physical fitness and mental well-being. The exit profile of the learning area equips learners with the necessary skills that will empower them to participate in the economic growth of the nation.

1.3 SUMMARY OF CONTENT

Dance is one of the most competitive genres of performing arts which is vibrant and historically recognized in Zimbabwe. It plays a major role in the socio-economic and religious life of local communities. The Form 5-6 dance syllabus will equip learners with skills and knowledge of the history of Zimbabwean dance and the world. Furthermore the syllabus enables the learners to understand and appreciate different dance genres, health aspects, appreciation and ethics. Learners will be able to choreograph and identify technical requirements to produce a final production that they will manage and protect. The Syllabus for form 5-6 will empower learners with further practical skills and specialized knowledge whilst incorporating technical execution of technology in dance as

well as, arts management and intellectual property. The syllabus will allow the learners to apply their entrepreneurial skills and package their products successfully.

1.4 ASSUMPTIONS

The Dance syllabus assumes that learners have acquired practical skills from community activities and the Ordinary Level to:

- be motivated to continue with dance studies
- potentially set up a dance company
- produce professional productions
- be innovative in the creation of dance
- be able to demonstrate sound musicality through quality movement and musical performance
- have an understanding of dance as a performing art
- have knowledge of dance genres in Zimbabwe
- employ a theme to create a dance performance
- produce a dance drama
- manipulate available resources in the environment for dance performance
- 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
- interpret and respond to different stimuli
- appreciate, compare and assess dance performance

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, performing environment (performer and audience appropriateness).
- Human Rights - In song text, dance styles, performing environment.
- Disaster Risk Management – Ethics and Health in Dance
- Financial Literacy – Arts Management

- Gender, Sexuality, HIV and AIDS - In song text, dance styles, performing environment, religious ceremonies (performer and audience appropriateness).
- Cultural Heritage – History of Zimbabwe, History of Zimbabwean Dance, Intellectual Property, Beliefs, Norms and Values.
- Collaboration – Creative composition, Exchange programmes
- Environmental Issues – Instruments, Costumes and Props, Song text.
- ICT – Filming, Recording, Researching, Performing, Networking, Marketing.

2.0 PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for Form 5-6 High School Level.

3.0 AIMS

The syllabus aims to enable learners to:

- 3.1 develop an appreciation of dance performance
- 3.2 exhibit an understanding of the importance of ethics in dance
- 3.3 acquire competencies in dance counseling and rehabilitation that contribute to physical, social, creative and healthy well-being
- 3.4 preserve Zimbabwean culture and heritage through the promotion of dance genres
- 3.5 create professional dance productions and events
- 3.6 interpret technical requirements for a dance production script
- 3.7 establish the value of dance as an art through the study of interrelated dance forms
- 3.8 develop professional dance troupes and companies
- 3.9 foster participation in national development and become healthy, productive and responsible citizens through dance

4.0 SYLLABUS OBJECTIVES

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

- 4.1 apply dance literacy skills in appreciation of dance performance
- 4.2 apply ethics in dance
- 4.3 value acceptable health practices in dance
- 4.4 demonstrate body and mind coordination
- 4.5 contrast dance styles that preserve Zimbabwean identity and culture
- 4.6 demonstrate organizational skills in setting up dance events
- 4.7 enhance performance quality through the use of dance technology
- 4.8 value dance as an established art form through showcasing different dances
- 4.9 apply enterprise skills in setting up dance troupes and companies
- 4.10 analyse the relevance of dance in nation building and preserving cultural diversity and identity
- 4.11 evaluate how creative process is influenced by personal movement styles
- 4.12 analyse the choreographic principles of unity, variety contrast repetition and transition

5.0 METHODOLOGY AND TIME ALLOCATION

In this syllabus, some of the Learner centered methods and approaches that can be used to learn Dance at Forms 5-6 High School Level are as follows;

5.1 METHODOLOGY

- Practical demonstrations
- Performances
- Aural
- Story telling
- Festivals
- Workshops
- Research

- Resource method
- Educational trips
- Experimentation
- Improvisation
- Interactive Games
- Group work
- Discussion
- Integrated learning
- Simulation
- Gallery walk
- Puppetry
- Animation
- Case study

5.2 TIME ALLOCATION

In order to cover the content adequately Forms 5-6 Dance should be allocated 8 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 performances for form 5 in the 3rd term, combined community fundraising performances for forms 5 and 6 in the 2nd term once a year. Two weeks are allocated for Cultural Exchanges and Excursions once per year.

6.0 TOPICS

The syllabus topics are as follows:

- 5.1 History of Dance in Zimbabwe and the World
- 5.2 Dance Genres
- 5.3 Health in Dance
- 5.4 Choreography

- 5.5 Dance Appreciation
- 5.6 Ethics in Dance
- 5.7 Technology in Dance
- 5.8 Arts Management and Intellectual Property

7.0 SCOPE AND SEQUENCE

TOPIC 1: HISTORY OF DANCE IN ZIMBABWE AND THE WORLD

FORM 5	FORM 6
<ul style="list-style-type: none"> • History of Dance in Zimbabwe - Evolution of dance 	<ul style="list-style-type: none"> • Contemporary dance characteristics in relation to indigenous dance forms
<ul style="list-style-type: none"> • Sacred and non-sacred indigenous dances in Zimbabwe 	<ul style="list-style-type: none"> • Contemporary dance innovators in Zimbabwe and the World
<ul style="list-style-type: none"> • History of Dance in the World 	<ul style="list-style-type: none"> • Cultural diversity in dance

<ul style="list-style-type: none"> • Sacred and non-sacred indigenous dances in the World 	<ul style="list-style-type: none"> • Research portfolio
<ul style="list-style-type: none"> • Cultural diversity in dance 	
<ul style="list-style-type: none"> • Research portfolios 	

TOPIC 2 DANCE GENRES

FORM 5	FORM 6
<ul style="list-style-type: none"> • Dance genres in Zimbabwe 	<ul style="list-style-type: none"> • Dance genres in the world
<ul style="list-style-type: none"> • Dance Costumes in Zimbabwe 	<ul style="list-style-type: none"> • Dance costumes in the World
<ul style="list-style-type: none"> • Musical accompaniment 	<ul style="list-style-type: none"> • Instruments and props in dance
<ul style="list-style-type: none"> • Performance portfolios 	<ul style="list-style-type: none"> • Performance portfolios

TOPIC 3: HEALTH IN DANCE

FORM 5	FORM 6
<ul style="list-style-type: none"> • Health promotion 	<ul style="list-style-type: none"> • Dance and substance abuse
<ul style="list-style-type: none"> • Therapy in dance 	<ul style="list-style-type: none"> • Anatomical balance
<ul style="list-style-type: none"> • Counseling and rehabilitation 	<ul style="list-style-type: none"> • Deportment
<ul style="list-style-type: none"> • Nutrition in dance 	<ul style="list-style-type: none"> • Life of a dancer
<ul style="list-style-type: none"> • Fitness assessment 	<ul style="list-style-type: none"> • Research portfolio
<ul style="list-style-type: none"> • Research portfolio 	

TOPIC 4: CHOREOGRAPHY

FORM 5	FORM 6
<ul style="list-style-type: none"> • Choreographic principles 	<ul style="list-style-type: none"> • Choreographic improvisation
<ul style="list-style-type: none"> • Creative composition 	<ul style="list-style-type: none"> • Expression through movement composition
<ul style="list-style-type: none"> • Dance formations 	<ul style="list-style-type: none"> • Aesthetics in choreography
<ul style="list-style-type: none"> • Mobility orientation 	<ul style="list-style-type: none"> • Choreographic portfolio
<ul style="list-style-type: none"> • Performance portfolio 	

TOPIC 5: DANCE APPRECIATION

FORM 5	FORM 6
• Dance appraisal	• Symbolism of dance
• Aesthetic value	• Impact of dance
• Relevance of dance	• Career opportunities
• Preservation of dance through aesthetic appreciation	• Dance literacy
• Performance value	• Societal perception
• Research portfolio	• Research portfolio

TOPIC 6: ETHICS IN DANCE

FORM 5	FORM 6
• Introduction to ethics	• Dance protocol and code of conduct
• Theories of ethics	• Disciplinary procedures
• Ethical behavior in dance	• Research portfolio
• Dancers rights and responsibilities	
• Ethics in dance troupes and dance companies	
• Research portfolio	

TOPIC 7: TECHNOLOGY IN DANCE

FORM 5	FORM 6
• Dance props and equipment	• Props and set manufacturing
• Production design	• Prop and set portfolio
• Costume and accessories manufacturing	
• ICT in dance	
• Design portfolio	

TOPIC 8: ARTS MANAGEMENT AND INTELLECTUAL PROPERTY

FORM 5	FORM 6
<ul style="list-style-type: none">• Event planning and management	<ul style="list-style-type: none">• Business administration
<ul style="list-style-type: none">• Aspects of Intellectual Property in dance	<ul style="list-style-type: none">• Patent rights
<ul style="list-style-type: none">• Piracy and plagiarism	<ul style="list-style-type: none">• Litigation Procedures
<ul style="list-style-type: none">• Conflict of infringement	
<ul style="list-style-type: none">• Research portfolio	

8.0 COMPETENCY MATRIX

FORM 5 SYLLABUS

8.1 HISTORY OF DANCE IN ZIMBABWE AND THE WORLD

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> History of Dance in Zimbabwe - Evolution of dance 	<ul style="list-style-type: none"> trace the origin of dance in Zimbabwe compare the various dance styles explain the evolution of dance evaluate the influences leading to the evolution of dance 	<ul style="list-style-type: none"> dance history <ul style="list-style-type: none"> - Indigenous groups' e.g. <ul style="list-style-type: none"> - Kalanga - Tonga - Ndebele - Ndau indigenous dance forms <ul style="list-style-type: none"> -purpose -period -accessories -context influences in dance <ul style="list-style-type: none"> -socio-economic -environmental -political 	<ul style="list-style-type: none"> Listing indigenous groups and their dance forms Researching on history of dance Categorising Indigenous dance forms according to purpose Tracking the dance variations 	<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
<ul style="list-style-type: none"> Sacred and non-sacred indigenous dance in Zimbabwe 	<ul style="list-style-type: none"> list sacred and non-sacred dances in Zimbabwe explain the roles of sacred and non-sacred indigenous 	<ul style="list-style-type: none"> Sacred dances <ul style="list-style-type: none"> - Rituals Non sacred dances Sexuality and gender Child rights and responsibilities 	<ul style="list-style-type: none"> Listing of sacred and non-sacred dances in Zimbabwe Researching the roles of sacred and non-sacred indigenous 	<ul style="list-style-type: none"> Reference books National archives Oral traditions

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	dances	<ul style="list-style-type: none"> • Purpose of dance • artefacts and accessories , cultural heritage 	<p>dances</p> <ul style="list-style-type: none"> • Collation of data 	
<ul style="list-style-type: none"> • History of dance in the world 	<ul style="list-style-type: none"> • trace the origins of dance in different countries • classify dances according to purpose 	<ul style="list-style-type: none"> • Ethnic groups and communities • Gender , • Human rights • Child protection • Cultural heritage 	<ul style="list-style-type: none"> • Carrying out case studies on different dances in the world • Undertaking exchange programmes • Watching documentaries • researching on dances in the world 	<ul style="list-style-type: none"> • ICT • Jaws software • Resource persons • Live show performances • Video Clips • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio visual devices and recorders • Talking book • Large print books • JAWS software • Braille books • Historical Websites
<ul style="list-style-type: none"> • Sacred and non- 	<ul style="list-style-type: none"> • outline sacred and 	<ul style="list-style-type: none"> • Sacred world dances 	<ul style="list-style-type: none"> • Undertaking visits to 	<ul style="list-style-type: none"> • Resource persons

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
sacred indigenous dances in the world	non-sacred indigenous dances found in Africa and beyond <ul style="list-style-type: none"> examine the importance of dance in relation to specific ethnic groups in respective countries 	<ul style="list-style-type: none"> Rituals Non sacred dances <ul style="list-style-type: none"> Entertainment 	embassies cultural desks, websites and information centres	<ul style="list-style-type: none"> Live show performances Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual devices and recorders Talking book Large print books JAWS software Braille books Historical Website
<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> compile a history of Zimbabwe and the World dance research portfolio 	<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> Researching on history of dance Compiling reports 	

8.2 TOPIC 2: DANCE GENRES

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance genres in 	<ul style="list-style-type: none"> perform different 	<ul style="list-style-type: none"> Indigenous dance 	<ul style="list-style-type: none"> Listing different 	<ul style="list-style-type: none"> ICT

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Zimbabwe	<p>dances according to their genres</p> <ul style="list-style-type: none"> • compare various dances according to their location of origin • analyse the purpose of the dance 	<p>forms</p> <ul style="list-style-type: none"> • Contemporary dance forms • Location of different indigenous groups • Sacred and non-sacred dances such as : <ul style="list-style-type: none"> - Amabhiza - Isitshikitsha - Muchongoyo - Mbende Jerusarema • Gender • Cultural heritage • History • Collaborations • Environmental issues 	<p>dances according to their genres</p> <ul style="list-style-type: none"> • Research the location of different indigenous groups • Defining the purpose and dance genres • Performing different types of dances 	<ul style="list-style-type: none"> • Jaws software • Braille Resource persons • Live show performances • Video Clips • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio visual devices and recorders • Talking book • Large print books • JAWS software • Braille books
<ul style="list-style-type: none"> • Dance costumes in Zimbabwe 	<ul style="list-style-type: none"> • identify costume according to dance genre • assess the importance of costumes in dance • demonstrate costume 	<ul style="list-style-type: none"> • Symbolism of costumes <ul style="list-style-type: none"> - Types - Colour - Cut • Role of costumes in dance • Construct costumes 	<ul style="list-style-type: none"> • Discussing the symbolic meaning of costumes and accessories • Researching costume designs • Constructing dance 	<ul style="list-style-type: none"> • Historical Website • Material • Tools and Equipment

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	making	for dance	costume	
<ul style="list-style-type: none"> Musical accompaniments 	<ul style="list-style-type: none"> examine different types of musical instruments in Zimbabwe play a musical instrument compare different types of musical instruments according to the respective genre construct a musical instrument 	<ul style="list-style-type: none"> Contemporary and Indigenous Musical instruments in dance <ul style="list-style-type: none"> Origin Materials Construction Function Performance <ul style="list-style-type: none"> Rhythmic movement to sound Instruments accompanying dance such as: <ul style="list-style-type: none"> Shakers Clappers Drum Guitar Marimba Instruments accompanying dance such as: <ul style="list-style-type: none"> Shakers Clappers Drum 	<ul style="list-style-type: none"> Evaluating different musical instruments Playing a musical instrument Comparing instruments according to their functions Manufacturing musical instruments Maintaining the musical instruments Repairing musical instruments 	<ul style="list-style-type: none"> ICT Tools materials Jaws software Braille Resource persons Live show performances Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual device and recorders Talking book Large print books JAWS software Braille books Historical Websites

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
		<ul style="list-style-type: none"> - Marimba • Collaboration • Environmental issues <ul style="list-style-type: none"> - Selecting natural resources 	<ul style="list-style-type: none"> • Selecting natural resources 	

8.3 TOPIC 3: HEALTH IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> • Health promotion 	<ul style="list-style-type: none"> • explain the basic principles of health promotion in dance • analyse the methods of preventing transmission of infections and 	<ul style="list-style-type: none"> • Importance of health in dance • Illness prevention and safety • Life skills <ul style="list-style-type: none"> - HIV and AIDS • Reproductive health training 	<ul style="list-style-type: none"> • Discussing health issues • Role playing dance drama on health • Examining life skills through dialogues • Visiting health education centres for 	<ul style="list-style-type: none"> • ICT • Jaws software • Braille Resource persons • Live show performances • Video Clips

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	diseases		information	<ul style="list-style-type: none"> • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio visual device and recorders • Talking book • Large print books • JAWS software • Braille books • Historical Websites
<ul style="list-style-type: none"> • Therapy in dance 	<ul style="list-style-type: none"> • demonstrate dance as a therapeutic element 	<ul style="list-style-type: none"> • Dance therapy <ul style="list-style-type: none"> - stress alleviation - Well being - relaxation • Physiotherapy 	<ul style="list-style-type: none"> • Undertaking corporal conditioning exercises • Practising stretching and toning prescriptions • Mentoring peers in rehabilitative counselling 	
<ul style="list-style-type: none"> • Nutrition in dance 	<ul style="list-style-type: none"> • justify the appropriate diet for a dancer • discuss appropriate dietary plans for a dancer 	<ul style="list-style-type: none"> • Balanced diet <ul style="list-style-type: none"> - Food groups - Good rest • Dietary plans <ul style="list-style-type: none"> - food charts - weight charts 	<ul style="list-style-type: none"> • Identifying suitable foods for a dancer • Analysing dietary requirements of a dancer • Composing dietary plans and charts 	
<ul style="list-style-type: none"> • Fitness assessment 	<ul style="list-style-type: none"> • formulate training programmes for dancers 	<ul style="list-style-type: none"> • Exercise regimes • Endurance • Strength • Flexibility • Risk management in dance 	<ul style="list-style-type: none"> • Recording fitness progress charts • Exercising to build stamina and endurance • Stretching for flexibility • Analysing training programs 	
<ul style="list-style-type: none"> • Research portfolio 	<ul style="list-style-type: none"> • create a research 	<ul style="list-style-type: none"> • health and exercise 	<ul style="list-style-type: none"> • researching on health 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	portfolio	portfolio	in dance <ul style="list-style-type: none"> • compiling health and exercise reports 	

8.4 TOPIC 4: CHOREOGRAPHY

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Choreographic principles	<ul style="list-style-type: none"> • define choreography • explain the principles of choreography • demonstrate the elements of choreography 	<ul style="list-style-type: none"> • Choreography • Principles of choreography <ul style="list-style-type: none"> - unity - variety - contrast - repetition - Transition • Elements of dance choreography <ul style="list-style-type: none"> - Free movement - structured movement 	<ul style="list-style-type: none"> • Stating the meaning of choreography • Reading literature on choreographic principles • Examining recorded media on various choreographic dance styles • Applying elements of dance in a creative composition 	<ul style="list-style-type: none"> • ICT • Jaws software • Braille Resource persons • Live show performances • Video Clips • Reference books • National archives • Video clips with Captions • Electronic media • Braille machine • Audio tape recorder • Talking book • Large print books

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> analyse the elements of dimension 	<ul style="list-style-type: none"> - solo - duets - group • Dynamics of Dimensions <ul style="list-style-type: none"> - Social awareness - Spatial awareness - Axial awareness 	<ul style="list-style-type: none"> • Creating a dance performance • Attending dance performances • Sketching a set/stage floor plan 	<ul style="list-style-type: none"> • JAWS software • Braille books • Historical Websites
<ul style="list-style-type: none"> Creative composition 	<ul style="list-style-type: none"> define creative composition in dance explore sources of creative inspiration analyse the steps involved in the creative process explore different dance scripts 	<ul style="list-style-type: none"> Creative composition Sources of inspiration <ul style="list-style-type: none"> - Visual - auditory - kinaesthetic Performance creation Dance script <ul style="list-style-type: none"> - Dance drama - Live recording - Synopses - Dance literature 	<ul style="list-style-type: none"> Visiting places of interest relating to the topic Researching on sources of dance inspiration in choreography Creating a motif Improvising a performance Rehearsing a performance Making a report Experimenting on the different types of scripts Translating text into a 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> • Scripting • Musical accompaniment 	<ul style="list-style-type: none"> • apply movements to highlight appropriate text • analyse themes and character portrayal • explain musical accompaniment • define sound and sound effects • identify sources of sound effects • evaluate different forms of rhythmic accompaniment • experiment in the execution of appropriate musical accompaniment 	<ul style="list-style-type: none"> - Interactive communication • Accompaniment in dance <ul style="list-style-type: none"> - Vocal accompaniment - Instrumental accompaniment - Sound effects - pre-recorded material • percussive accompaniment <ul style="list-style-type: none"> - drums - whistle 	<ul style="list-style-type: none"> choreographic piece • Performing the choreographed piece • Critiquing the performance • Experimenting with different music sounds • Applying different rhythmic combinations to dance 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> • Formations 	<ul style="list-style-type: none"> • identify the desired dance moves • select appropriate cast and characters for designed choreographic piece • synchronise dance moves into dramatic group displays and formations 	<ul style="list-style-type: none"> • Types of dance moves • Character profiling • Illustrated floor plans • Variations of shape formations 	<ul style="list-style-type: none"> • Holding audition select suitable characters • Researching • Watching performance clips • Rehearsing different combinations 	
<ul style="list-style-type: none"> • Mobility orientation 	<ul style="list-style-type: none"> • apply the use of mobility equipment within a choreography • understand the need for interactive mobility technologies • examine the challenges in mobility 	<ul style="list-style-type: none"> • Ramps • Rails • Floor lighting • Floor markers 	<ul style="list-style-type: none"> • Researching on the needs of physically challenged and visually impaired in performance • Attending presentations 	
<ul style="list-style-type: none"> • Choreography portfolio 	<ul style="list-style-type: none"> • Create a choreography 	<ul style="list-style-type: none"> • Script drafts and final scripts 	<ul style="list-style-type: none"> • Documenting every stage of the 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	portfolio	<ul style="list-style-type: none"> • Character profiles • Photographs • Video clips • Floor plans 	choreographic process. <ul style="list-style-type: none"> • Copyrighting the script 	

8.5 TOPIC 5: DANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance Appraisal	critique the dance performances	<ul style="list-style-type: none"> • dance performances - space - seasons -costumes -movements -tone -mood -themes 	-viewing dance performances -creating dance pieces -comparing different performances -evaluating the performances	<ul style="list-style-type: none"> • ICT • Jaws software • Braille Resource persons
Aesthetic Value	assess the aesthetic value and unique composition of dance	<ul style="list-style-type: none"> • Symbolism -Movements -Costumes -Accessories 	<ul style="list-style-type: none"> • Interpreting Symbols • Identifying Movements • Differentiating Costumes 	<ul style="list-style-type: none"> • Live show performances

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			<ul style="list-style-type: none"> Analyzing the entertainment and economic value of dance 	<ul style="list-style-type: none"> Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual devices and recorders
Relevance of Dance	Analyze the relevance of dance in nation building.	<ul style="list-style-type: none"> Types of dances such as: <ul style="list-style-type: none"> -Chimurenga dances -hunting dances Purposes of dance such as: <ul style="list-style-type: none"> -peace building -national and economic development -socio-cultural development -ideological development -historical dance dramas 	<ul style="list-style-type: none"> Researching on types and relevance of dance. Re-enacting Chimurenga dances Carrying out case studies on the contribution of Dance as conflict resolution Discussing the impact of dance to GDP Compiling a critique on a historical dance drama 	
Preservation of Dance	discuss the importance of the preservation of dance	<ul style="list-style-type: none"> History of Dance <ul style="list-style-type: none"> - Props - Lyrical content - Instruments - Dance accessories - Costumes 	<ul style="list-style-type: none"> Researching indigenous and contemporary ways of preserving dance Documenting indigenous dances Examining appropriate traditional methods of prop preservation Recording dance steps for preservation 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			<ul style="list-style-type: none"> • Researching the significance of the accessories • studying the musical accompaniment and dance timing 	<ul style="list-style-type: none"> • Talking book • Large print books • JAWS software
Performance Value	appreciate dance as an art form	<ul style="list-style-type: none"> • Dance as an art form • Careers in dance • Cultural Heritage 	<ul style="list-style-type: none"> • Discussing dance as an art • Identifying career opportunities in dance • Engaging in cultural exchange program and field trips 	<ul style="list-style-type: none"> • Braille books • Historical Websites
Research portfolio	create a research portfolio	Reviews and recorded media	Designing a portfolio	Research portfolio

8.6 TOPIC 6: FORM 5 ETHICS IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> • Introductions to ethics 	<ul style="list-style-type: none"> • define ethics • explain terms used in ethics 	<ul style="list-style-type: none"> • Ethics <ul style="list-style-type: none"> - Vocabulary 	<ul style="list-style-type: none"> • Listing terms used in ethics 	<ul style="list-style-type: none"> • Library • Internet • Resource books • Resource persons • Codes of conduct • Codes of secrecy • Etiquette documents • Library and case studies sources
<ul style="list-style-type: none"> • Theories of ethics 	<ul style="list-style-type: none"> • examine theories in ethics 	<ul style="list-style-type: none"> • Theories of ethic such as: <ul style="list-style-type: none"> - Utilitarianism - Deontology 	<ul style="list-style-type: none"> • Researching on theories used in ethics 	
<ul style="list-style-type: none"> • Ethical behaviour in dance 	<ul style="list-style-type: none"> • establish acceptable and non-acceptable behaviour • assess influence of culture in ethics 	<ul style="list-style-type: none"> • Morals and values • Role models in dance 	<ul style="list-style-type: none"> • Studying cultural beliefs and values • Examining case studies of role models 	
<ul style="list-style-type: none"> • Dancers rights and responsibilities 	<ul style="list-style-type: none"> • outline the rights of dancers • explain behavioural responsibilities of a dance troupe 	<ul style="list-style-type: none"> • Dancers rights and responsibilities such as: <ul style="list-style-type: none"> - code of conduct - dance performers protocol • Team building • Peer mentorship • Soft skills 	<ul style="list-style-type: none"> • Reviewing literature on rights and responsibilities • Assessing soft skills compatibility 	
<ul style="list-style-type: none"> • Ethics in dance Research portfolio 	<ul style="list-style-type: none"> • compile a report on ethics in dance -portfolio 	<ul style="list-style-type: none"> • Research portfolio 	<ul style="list-style-type: none"> • Researching on ethics in dance 	

8.7 TOPIC 7: TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance equipment 	<ul style="list-style-type: none"> identify the equipment used in dance use dance equipment maintain dance equipment 	<ul style="list-style-type: none"> Dance equipment <ul style="list-style-type: none"> Exercise equipment dance gear Equipment manuals Maintenance tools 	<ul style="list-style-type: none"> Researching on sources on dance equipment Testing dance equipment Assembling dance equipment Maintaining dance tools 	<ul style="list-style-type: none"> Exercise bar Mirror Mats Paints
<ul style="list-style-type: none"> Production Design 	<ul style="list-style-type: none"> define the terms used in production distinguish different costumes identify production design roles use makeup correctly design costume and backdrops 	<ul style="list-style-type: none"> Costume design and tailoring Handle tools Backdrop design Costume design Makeup design such as: <ul style="list-style-type: none"> lipstick rouge eye makeup 	<ul style="list-style-type: none"> Creating physical backdrop Practicing using makeup Designing costumes Making costumes 	<ul style="list-style-type: none"> Tools Hardware fabric Fashion websites Magazines
<ul style="list-style-type: none"> Design portfolio 	<ul style="list-style-type: none"> create portfolio designs 	<ul style="list-style-type: none"> Multi-media design plots Costume patterns Backdrop sketches Make-up application 	<ul style="list-style-type: none"> Exploring design portfolio Visiting manufacturing companies and factories 	<ul style="list-style-type: none"> Manufacturing companies

8.8 TOPIC 8: ARTS MANAGEMENT AND INTELLECTUAL PROPERTY

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Event planning and management 	<ul style="list-style-type: none"> state purpose of event management coordinate event logistics assess different events evaluate the event 	<ul style="list-style-type: none"> Evaluation tool Types of dance events in Zimbabwe Dance scripts <ul style="list-style-type: none"> Applications Invitations 	<ul style="list-style-type: none"> Researching on events collaborations Compiling event checklist Delegating duties Identifying festival projects seeking legal procedures Advertising an event Selling tickets of the event Staging an event Evaluating the event 	<ul style="list-style-type: none"> ICT Jaws software Braille Resource persons Live show performances Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual devices and recorders Talking book Large print books JAWS software Braille books Historical Websites
<ul style="list-style-type: none"> Aspects of intellectual property 	<ul style="list-style-type: none"> outline steps to protect one's creative works analyse the purpose of protecting works 	<ul style="list-style-type: none"> Statutory instrument of Zimbabwe Copy right and Neighbouring Act Royalties 	<ul style="list-style-type: none"> Researching legal procedures Outlining legal frameworks Discussing legal 	<ul style="list-style-type: none"> ICT Jaws software Braille Resource persons

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> examine legal procedures to protect one's work 	<ul style="list-style-type: none"> Case studies 	<p>contracts</p> <ul style="list-style-type: none"> Assessing legal works Evaluating events Researching case studies Negotiating with dance promoters, managers and publishers 	<ul style="list-style-type: none"> Live show performances Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual devices and recorders Talking book JAWS software Braille books Historical Website
<ul style="list-style-type: none"> Piracy 	<ul style="list-style-type: none"> define piracy evaluate the detrimental effects of piracy examine antipiracy measures 	<ul style="list-style-type: none"> reverse economic impact of piracy anti-piracy campaigns 	<ul style="list-style-type: none"> Explaining what constitutes piracy Discussing different forms of piracy Discussing anti-piracy measures Researching key drivers of piracy 	<ul style="list-style-type: none"> ICT Jaws software Resource persons Live show performances Video Clips Reference books National archives Video clips with Captions
<ul style="list-style-type: none"> Copyright infringement 	<ul style="list-style-type: none"> define copyright infringement exhibit knowledge of 	<ul style="list-style-type: none"> Copyright laws Infringements rights Ownership rights 	<ul style="list-style-type: none"> Researching copyright laws Outlining copyright 	<ul style="list-style-type: none"> Electronic media Braille machine

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<p>ownership rights and international copyright laws</p> <ul style="list-style-type: none"> examine measures in solving copyright cases 	<ul style="list-style-type: none"> Contractual rights <ul style="list-style-type: none"> Royalties 	<p>procedures in solving copyright issues</p> <ul style="list-style-type: none"> Consulting diverse dance management groups Interpreting relevant laws pertaining to dance 	<ul style="list-style-type: none"> Audio-visual storage devices and recorder Talking book Large print books JAWS software Braille books Historical Websites
<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> create a management and intellectual property portfolio 	<ul style="list-style-type: none"> Concept paper Events checklist Action plan Copyright Act 	<ul style="list-style-type: none"> Researching on infringement laws in dance Collating dance administration documents 	<ul style="list-style-type: none"> Internet Copy wright agencies Case studies

FORM 6

TOPIC 1: HISTORY OF DANCE IN ZIMBABWE AND THE WORLD

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Contemporary dance characteristics in relation to indigenous dance forms 	<ul style="list-style-type: none"> contrast characteristics found in contemporary and indigenous dance forms 	<ul style="list-style-type: none"> Characteristics of dance such as: <ul style="list-style-type: none"> Techniques Movement Department 	<ul style="list-style-type: none"> Analysing musical documentaries or films on dance Visiting communities to research indigenous and 	<ul style="list-style-type: none"> Reference books Video clips Resource persons Props, equipment and costumes

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			contemporary dance forms <ul style="list-style-type: none"> • Demonstrating indigenous and contemporary dances in Zimbabwe 	
<ul style="list-style-type: none"> • Contemporary dance innovators in Zimbabwe and the world 	<ul style="list-style-type: none"> • identify contemporary dance innovators • analyse the impact of new dance innovations in the industry 	<ul style="list-style-type: none"> • Dance innovators <ul style="list-style-type: none"> - Collaboration - Intellectual property 	<ul style="list-style-type: none"> • Studying video clips of dance innovators • Undertaking popularity surveys of innovators 	<ul style="list-style-type: none"> • Resource persons
<ul style="list-style-type: none"> • Cultural diversity in dance 	<ul style="list-style-type: none"> • interpret UNESCO conventions on cultural diversity 	<ul style="list-style-type: none"> • UNESCO conventions on culture • Cultural heritage • Human rights 	<ul style="list-style-type: none"> • Studying UNESCO conventions documents • Discussing the conventions in groups 	<ul style="list-style-type: none"> • Websites on world cultural declarations
<ul style="list-style-type: none"> • Research portfolio 	<ul style="list-style-type: none"> • compile a contemporary dance research portfolio 	<ul style="list-style-type: none"> • Research portfolio 	<ul style="list-style-type: none"> • Researching on contemporary dance characteristics and innovators 	<ul style="list-style-type: none"> • Libraries

TOPIC 2: DANCE GENRES

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance genres in the world 	<ul style="list-style-type: none"> identify different dances according to their genres compare various dances according to their regions demonstrate different dance styles 	<ul style="list-style-type: none"> Contemporary and indigenous dance genres Origin of various dances in the world Different dance genres around the world 	<ul style="list-style-type: none"> Listing different dances according to their genres Researching areas and origination of different dance genres Performing different dances around the world 	<ul style="list-style-type: none"> ICT Jaws software Resource persons Live show performances Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual devices and recorders Talking book Large print books JAWS software Braille books Historical Websites
<ul style="list-style-type: none"> Instruments and props in dance 	<ul style="list-style-type: none"> identify different musical instruments and props around in the world construct a model prop for dance production make a popular indigenous musical instrument 	<ul style="list-style-type: none"> Musical instruments and props Contemporary and indigenous 	<ul style="list-style-type: none"> Selecting different instruments and props used for dance matching suitable instruments for dance Setting and designing a stage for a dance performance 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance costumes in the world 	<ul style="list-style-type: none"> identify costumes used in different dance genres in the world classify different costumes in the world to their colour themes 	<ul style="list-style-type: none"> Costume design Meaning and colour themes 	<ul style="list-style-type: none"> Identifying appropriate meaning of costumes in dance genres Analysing different types of costume designs 	

TOPIC 3: HEALTH IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance and substance abuse 	<ul style="list-style-type: none"> identify substances that can be abused assess the effects of drug abuse in dance 	<ul style="list-style-type: none"> Substance abuse <ul style="list-style-type: none"> - Effects and side effects - Addiction - Absenteeism - Excessive stimulation 	<ul style="list-style-type: none"> Researching the dangers of substance abuse Discussing the effects of substance abuse in dance 	<ul style="list-style-type: none"> ICT Jaws software Braille Resource persons Live show performances Video Clips Reference books
<ul style="list-style-type: none"> Anatomical balance 	<ul style="list-style-type: none"> apply principles of anatomy 	<ul style="list-style-type: none"> Focus Timing Body coordination 	<ul style="list-style-type: none"> Exercising body 	<ul style="list-style-type: none"> National archives Video clips with Captions
<ul style="list-style-type: none"> Department 	<ul style="list-style-type: none"> describe the impact of the body language 	<ul style="list-style-type: none"> Body posture dynamics 	<ul style="list-style-type: none"> Assessing the impact of body language on 	<ul style="list-style-type: none"> Electronic media

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> on communication in dance identify appropriate and inappropriate dynamics in dance 		<ul style="list-style-type: none"> communication in dance Demonstrate appropriate and inappropriate dynamics in dance 	<ul style="list-style-type: none"> Braille machine Audio tape recorder Talking book Large print books JAWS software Braille books Historical Websites Archives Internet Press and print media
<ul style="list-style-type: none"> Life of a dancer 	<ul style="list-style-type: none"> identify dancers in Zimbabwe 	<ul style="list-style-type: none"> Impact in the society Celebrities 	<ul style="list-style-type: none"> Discussing and listing renowned dancers Profiling the life of a dancer 	
<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> Create a research portfolio on the life of a dancer 	<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> Researching on the life of a dancer 	

Topic 4: CHOREOGRAPHY

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Choreographic improvisation 	<ul style="list-style-type: none"> performance impromptu engage in spontaneous movement 	<ul style="list-style-type: none"> Have knowledge of dance vocabulary Free and structured improvisation 	<ul style="list-style-type: none"> Practice Apply knowledge of improvisation 	<ul style="list-style-type: none"> Stage lighting ICT Jaws software Resource persons Live shows performances Reference books National archives
<ul style="list-style-type: none"> Expression through movement 	<ul style="list-style-type: none"> use their bodies as instrument of expression 	<ul style="list-style-type: none"> Have a knowledge of body language Soloist expression Dance vocabulary 	<ul style="list-style-type: none"> Practising dance movements Dancing in front of a mirror 	

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT(ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
		<ul style="list-style-type: none"> • Mime 	<ul style="list-style-type: none"> • Filming file 	<ul style="list-style-type: none"> • Video clips with Captions • Electronic media • Braille machine • Audio visual storage devices and recorders • Talking book • Large print books • JAWS software • Braille books • Historical Websites
<ul style="list-style-type: none"> • Aesthetics in choreography 	<ul style="list-style-type: none"> • have good deportment and body carriage • define terms of aesthetic • evaluate aesthetic values in choreography 	<ul style="list-style-type: none"> • Symbolism • Costuming movement • Musical accompaniment 	<ul style="list-style-type: none"> • Exploring different sequences • Experimenting in space 	
<ul style="list-style-type: none"> • Choreographic portfolio 	<ul style="list-style-type: none"> • Create a Choreograph portfolio 	<ul style="list-style-type: none"> • Video clips of choreographed pieces 	<ul style="list-style-type: none"> • Compiling a choreographic portfolio 	

TOPIC 5: DANCE APPRECIATION

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Impact of Dance in society	examine the evolution and uses of dance in a particular society	<ul style="list-style-type: none"> Contemporary dance creativity in dance 	<ul style="list-style-type: none"> Categorizing the dances Listing contemporary dances Identifying newly created dances researching on the current dance culture Learning about the economic value of dance 	<ul style="list-style-type: none"> ICT Jaws software <ul style="list-style-type: none"> Resource persons Live shows performances Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual storage devices and recorders Talking book Large print books JAWS software Braille books Historical Websites
Dance Literacy	demonstrate competency in reading ,writing and speaking about the dance with clarity within historical/cultural context	<ul style="list-style-type: none"> The ability to critic text Articulation skills in dancing Dance terminology 	<ul style="list-style-type: none"> Researching on dance literature researching on oral literature researching in compositions/performances 	
Society Perception	illustrate perception management in dance	<ul style="list-style-type: none"> Different dances Symbols Costumes props 	<ul style="list-style-type: none"> Staging public dance performances inviting parents/community to school performances chatting carrier pathways in dance Watching documentary films of renowned dancers Recording success story of legends in 	

TOPIC 6: ETHICS IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Dance protocol and code of conduct 	<ul style="list-style-type: none"> define dance protocols and code of conduct structure a code of conduct 	<ul style="list-style-type: none"> Definitions Code of conduct design 	<ul style="list-style-type: none"> Compiling a code of conduct 	<ul style="list-style-type: none"> Library Resource books
<ul style="list-style-type: none"> Disciplinary procedures 	<ul style="list-style-type: none"> assess the application of discipline in dance groups 	<ul style="list-style-type: none"> Proper applications of the code of conduct 	<ul style="list-style-type: none"> Role playing disciplinary hearings Applying the code of conduct 	<ul style="list-style-type: none"> Code of conduct
<ul style="list-style-type: none"> Research portfolios 	<ul style="list-style-type: none"> create an ethics portfolio 	<ul style="list-style-type: none"> Ethics research portfolio 	<ul style="list-style-type: none"> Researching the application of ethics in dance 	<ul style="list-style-type: none"> Internet Library

TOPIC 7: TECHNOLOGY IN DANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance props, equipment and set manufacture	<ul style="list-style-type: none"> define props used in dance list different props describe the uses and importance of props in dance 	<ul style="list-style-type: none"> props and equipment design 	<ul style="list-style-type: none"> Setting a stage Discussing the uses of props and equipment in dance Making of props 	Props and set manufacture <ul style="list-style-type: none"> - Backdrops - Lighting - Stage props (screens TV, projectors,

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
				sound equipment , podium other props)
<ul style="list-style-type: none"> Technology in a dance production 	<ul style="list-style-type: none"> define production stages enumerate design stages operate technological equipment used in dance 	<ul style="list-style-type: none"> music software Design software Mobility orientation 	<ul style="list-style-type: none"> Defining production stages Operating technological equipment used in dance 	<ul style="list-style-type: none"> ICT equipment <ul style="list-style-type: none"> - Pattern maker - Fruit loops - Design software - Music software - Mobility orientation (ramps, markers, special lights)
<ul style="list-style-type: none"> Multimedia equipment 	<ul style="list-style-type: none"> recognise different programmes identify the required multi-media equipment set up Public Address system with backline 	<ul style="list-style-type: none"> Knowledge of safety Sound engineering 	<ul style="list-style-type: none"> Setting equipment on stage Mounting the Sound system Managing audio visual equipment used in a dance production 	<ul style="list-style-type: none"> ICT equipment Programmes (software) Public address system Sound backline Microphones
<ul style="list-style-type: none"> Dance equipment portfolio 	<ul style="list-style-type: none"> Create a dance equipment portfolio 	Dance equipment portfolio	<ul style="list-style-type: none"> Researching on dance equipment Compiling dance equipment portfolio 	

TOPIC 8: ARTS MANAGEMENT AND INTELLECTUAL PROPERTY

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> Business administration 	<ul style="list-style-type: none"> write projects proposals critique project proposals market the projects compare Zimbabwe to the world business management specialise on selected aspects of business management 	<ul style="list-style-type: none"> Contracts Project proposals Adverts Reports International Management systems of dance 	<ul style="list-style-type: none"> Marketing the dance production Justifying and negotiating contracts Writing project proposals Holding meetings and Minutes writing Evaluating progress reports 	<ul style="list-style-type: none"> ICT Jaws software <ul style="list-style-type: none"> Resource persons Event venues Video Clips Reference books National archives Video clips with Captions Electronic media Braille machine Audio visual storage devices and recorders recorder Talking book Large print books JAWS software Braille books Historical Websites
<ul style="list-style-type: none"> Patents 	<ul style="list-style-type: none"> discuss different types of patent rights examine procedures of patenting a production 	<ul style="list-style-type: none"> Patent rights Utility patents Design patents Plant patents 	<ul style="list-style-type: none"> Researching Discussing types of patent rights Examining Filing appropriate paperwork 	
<ul style="list-style-type: none"> Litigation 	<ul style="list-style-type: none"> state processes of resolving disputes over productions examine legal procedures of litigation 	<ul style="list-style-type: none"> Litigation trial and judgement Appeal Enforcement Pleading 	<ul style="list-style-type: none"> Stating processes of resolving disputes Discussing legal procedures of litigation Visiting courts 	
<ul style="list-style-type: none"> Research Portfolio 	<ul style="list-style-type: none"> Create research portfolio 	<ul style="list-style-type: none"> Research portfolio 	<ul style="list-style-type: none"> Compiling research portfolios 	

9.0 ASSESSMENT

9.1 a) ASSESSMENT OBJECTIVES

By the end of the Forms 5-6 Secondary School level, learners should be able to:

- 9.1.1 evaluate indigenous dances within the context of history and culture in Zimbabwe and the World;
- 9.1.2 demonstrate dance as a vehicle of human experiences;
- 9.1.3 explore the impact of dance on communities;
- 9.1.4 apply knowledge of the elements of dance production and management;
- 9.1.5 demonstrate competencies in dance performance;
- 9.1.6 compile portfolios in dance;
- 9.1.7 apply choreography principles in dance;
- 9.1.8 illustrate design and script writing skills in dance;
- 9.1.9 analyse style, characterisation, tone, mood and themes in scripts;
- 9.1.10 perform to a live audience;
- 9.1.11 produce technical design plans in dance production;
- 9.1.12 demonstrate dexterity in the application of Dance technology;
- 9.1.13 identify career roles in Dance production;
- 9.1.14 examine health measures in dance;
- 9.1.15 justify ethics in dance;
- 9.1.16 interpret symbolic impressions in Dance productions;
- 9.1.17 review dance productions;
- 9.1.18 demonstrate competencies in intellectual property rights, financial management, marketing, administration and project planning;
- 9.1.19 adapt different forms of literature into dance performance scripts

9.2 SCHEME OF ASSESSMENT

Dance will be assessed continuously from Forms 5-6 through coursework and examination. Learners will be assessed in the following areas:

9.2 Course work

9.2.1 Practical

- 9.2.1.1 Dancing, Singing, choreographing, instrumentation, script writing, directing, adaptation.
- 9.2.1.2 Stage designing, props and costume designing, sound production, lighting designing.
- 9.2.1.3 Evaluation, appreciation, leadership and communication skills.
- 9.2.1.4 Originality, creativity and collaboration competencies.
- 9.2.1.5 Arts management, event management and administration.
- 9.2.1.6 Enterprise and research skills.
- 9.2.1.7 Planning, portfolios and case studies.

9.2.2 Theory

- 9.2.2.1 Assignments
- 9.2.2.2 Tests

9.2.3 Summative Assessment

Title	Duration	Marks	Weighting (%)
Paper 1: Theory Structured questions	2 hours	60	10%
Paper 2: Theory Essays	3 hours	75	25%

Paper 3: Performance Proficiency	10-15 minutes	35	35%
Continuous assessment	2 year Cycle	30	30%
Total for papers 1,2 and 3		200	100%

9.2.4 SPECIFICATION GRID

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

ASSESSMENT OBJECTIVES					
Components	1. History of Dance in Zimbabwe and the World 2. Dance genres	1. Choreography 2. Dance Appreciation	1. Health in Dance 2. Ethics in Dance	Technology in Dance	Arts Management and Intellectual Property
Paper 1	2%	2%	2%	2%	2%
Paper 2	5%	5%	5%	5%	5%
Paper 3 Performance Proficiency	Knowledge and understanding 15%	Application 15%	Synthesis 5%		

Paper Description

Paper 1- 10%

This component consists of 8 structured questions. Candidates are expected to **answer three** questions in this section, on the provided paper. Each question carries **20 marks**. Total marks for this paper is 60 marks.

Paper 2- 25%

This component has two sections.

- **Essays (75 marks)**. This paper consists of two sections. Candidates are expected to answer a compulsory question in **Section A** on Choreography and any **2 questions from section B**. Each question in this paper carries **25 marks**. Candidates are expected to write their responses on separate paper provided.

Paper 3 – 35%

1. **Practical Paper-(100 marks)**. This component consists of **5 practical tasks** which are based on Dance genres, Choreography, Technology in Dance, Health in Dance, Arts Management and Intellectual Property. Candidates are expected to choose any **1 task** which they are expected to perform within **10-15 minutes**. Examiners are expected to assess the candidate using a check list.

The Dance learning area will be assessed using Continuous and Summative assessment.

Form of assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 5	Practical Assignment Theory test Project	1 per term 1 per term 1 per year	20%
Form 6	Practical Assignment Theory test Project	1 per term 1 per term 1 per year	10%
Total			30%

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

Component 1

This component consists of **40 multiple choice** questions which are chosen from the **8 topics** of the syllabus. Each topic should be represented by **5 questions**. Each question carries **1 mark**.

Component 2

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-Semi structured (**60 marks**). This paper consists of **5** semi -structured 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.

Component 3

2. Practical Paper-(**100 marks**). This component consists of **5 practical tasks** which are based on the selected **5 syllabus topics**. 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 check list.

Dance Performance

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:- - Originality - Exposition - Rising action - Tension development - Falling action - Denouement					
Musical Accompaniment - Percussion - Musical instruments - Rhythm -					
Characterization					

Voice Projection:- - Pitch - Tone - Volume					
Design					
Directing					
Special Effects					
Stage Management					
Exit					