

## DANCE HG P1

NOVEMBER 2006

In general the Dance Higher Grade paper was very well answered. The Dance History and Literacy sections indicated that candidates had watched the dances live or on video, were able to recall information and write well, and were able generally to apply their knowledge to authentic contexts.

Section	Content	Recommendations
Dance Theory	Candidates were generally unable to think creatively or reflectively, but their higher order cognitive skills were not well enough developed. Answers tended to be minimal and not well considered.	Many more projects and assignments need to be given through Grades 10 to 12 so as to provide opportunities and stimulus for learners to think, discuss, debate, analyse and create ideas. Learners should be encouraged to write as much relevant information as possible and not equate 5 marks with 5 facts. They should have opportunities to plan and conduct dance projects in the community.
Music	Candidates struggled with musical elements and music definitions, but were generally good with note values and time signatures	Music elements and definitions should be brought into practical dance classes, as well defined and discussed in theory classes. Get the learners to create their own concise music dictionaries.
Anatomy	The response to questions on muscle actions was generally poor.	Muscle actions should be studied both practically and theoretically. Use the correct muscle action terminology in practical dance classes as often as possible. Use the skeleton, quizzes, the labelling of drawings and spot tests.