

CAPS-ALIGNED DANCE STUDIES LESSON PLAN: GRADE 7, TERM 3, WEEK 5, LESSON 2

Teacher: Trust Molai **School:** Not specified **Grade:** Grade 7 **Subject:** Dance Studies **Date:** 2026-08-20 **Duration:** 60 minutes

1. Overview & Objectives

CAPS Objectives:

1. Students will create and perform a dance improvisation based on given stimuli.
2. Students will analyze and reflect on their own and others' dance performances, using appropriate dance terminology.

Lesson Title: Dance Performance - Improvisation and Composition

2. CAPS Content Alignment

This lesson aligns with the following CAPS outcomes for Dance Studies:

- **Outcome 1:** Develop creative movement skills and techniques through exploration and experimentation.
- **Outcome 2:** Demonstrate understanding and application of dance theory and literacy in creating, performing, and responding to dance.
- **Outcome 3:** Reflect on and evaluate one's own and others' dance performances using appropriate dance terminology.

3. Teaching Phases

a. Introduction (9 minutes)

- Warm-up: Begin with a brief full-body warm-up to prepare students for movement.
- Review: Recap the previous lesson's focus on choreography and composition.
- Connect: Briefly discuss how today's lesson will build on their understanding of choreography and introduce improvisation.

b. Teacher Presentation (21 minutes)

- **Dance Improvisation:** Introduce the concept of dance improvisation, explaining that it involves creating movement spontaneously in response to stimuli.
- **Stimuli:** Provide examples of stimuli that can inspire improvisation, such as music, images, emotions, or themes.
- **Improvisation Structure:** Explain the structure of an improvisation, including a beginning, middle, and end, and how to use space, time, and dynamics.
- **Dance Literacy:** Introduce dance literacy terms relevant to improvisation, such as canon, unison, and mirroring.

c. Learner Activity (21 minutes)

- **Group Work:** Divide students into small groups (3-4 students each).
- **Stimuli Assignment:** Assign each group a stimulus (e.g., a piece of music, an image, or an emotion).
- **Improvisation Task:** Instruct groups to create a 3-minute dance improvisation based on their assigned stimulus, using the improvisation structure and dance literacy terms discussed earlier.
- **Peer Feedback:** After each group performs, allow time for peer feedback using the dance literacy terms.

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d. Conclusion (9 minutes)

- **** Teacher Feedback:**** Provide constructive feedback to each group, highlighting strengths and areas for improvement.
- **Reflection:** Facilitate a class discussion reflecting on the improvisation process, the challenges faced, and what they learned.
- **Homework:** Assign homework: Students will write a short reflection on their improvisation experience, using dance literacy terms to describe their performance.

4. Differentiated Support

Enrichment:

- Advanced students can create a longer improvisation (5 minutes) or explore more complex improvisation structures.

Remediation:

- Provide less complex stimuli for students who struggle with the task.
- Offer simple sentence starters for students who find it challenging to reflect in writing.

5. Assessment Strategy

- **Formative:** Participation in group activity, peer feedback, and class reflection.
- **Summative:** Homework reflection.

6. Teacher Reflection Template

REFLECTION PROMPTS	TEACHER RESPONSE
What went well today?	
What could be improved?	
What did you learn about your students?	
How will you adapt future lessons based on today's observations?	

Note: Please refer to the CAPS document for a more detailed breakdown of the curriculum and ensure that all resources used are relevant and appropriate for the lesson.