

# The New Senior Secondary Curriculum for Sierra Leone

**Subject Syllabus for Dance Performance and Appreciation**

Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



## Curriculum Elements for Dance Performance and Appreciation

### Subject Description

Dance can be defined as movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in the movement itself.

### Rationale for the Inclusion of Dance Performance and Appreciation in the Senior Secondary School Curriculum

- Communication.
- Dance enables the student to express feelings and emotions through choreographic sequence, which may otherwise be difficult to express.
- Dance is also important because it helps towards the health and development of the student through burning calories, strengthening muscles, improving balance, increasing flexibility and giving the heart a good workout.
- Utilising dance in academics helps students develop skills that are essential for learning, such as creativity, communication and collaboration.
- Like all other forms of art, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

### General Learning Outcomes

At the end of the course, students will be able to:

- Use movement concepts in rhythm.
- Practice movement skills in adequate and qualified forms
- Demonstrate an understanding of the concepts of dance performance, dance ethics and principles.
- Show they have a good insight into the diversity of dance genres.
- Demonstrate a general ability to perform dances according to their genres.



## Structure of the Syllabus Over the Three Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
<b>Term 1</b>	Introduction to the fundamentals and principles of dance	Dance ethics and principles	Performance
<b>Term 2</b>	Dance genres and their compositions: African urban dances	Dance genres and their compositions: Professional performance dances	Dance performances and their compositions: Hip Hop and Funk dances
<b>Term 3</b>	Dance genres and their compositions: African traditional dances	Dance genres and their compositions: Worldwide/Latin dances	Dance genres and their compositions: Ballroom dances

## Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes: by the end of the course students will be able to:	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<b>Introduction to the fundamentals and principles of dance</b>				
<ul style="list-style-type: none"> <li>Movement dynamics; Techniques, Character, Time, Space, Energy, Force</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate movement techniques, with an understanding of the use of Time, Space, Energy and Force.</li> </ul>	<ul style="list-style-type: none"> <li>Take the students to an open space which can act as a dance studio. Demonstrate the movement techniques for the students to have modals and a visual experience of the techniques.</li> </ul>	<ul style="list-style-type: none"> <li>An open space suitable to act as a dance studio</li> <li>A sound system (Bluetooth).</li> </ul>	<ul style="list-style-type: none"> <li>Divide the students into smaller groups giving each group a task to perform movements into dance phrases.</li> <li>Assess the students on the level and quality of their engagement with their task.</li> </ul>
<b>Dance genres and their compositions: African urban dances</b>				
<ul style="list-style-type: none"> <li>Afrobeat dance</li> <li>High Life dance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate greater movement skills on the African urban dance genres, focusing on</li> </ul>	<ul style="list-style-type: none"> <li>Show videos of African urban dance genres, and discuss their differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>Open air dance studio</li> <li>Musical sound system</li> </ul>	<ul style="list-style-type: none"> <li>Small group performances of the two dances.</li> </ul>



	<p>concentration, and physical control when performing movements and artistic expression.</p> <ul style="list-style-type: none"> <li>Show they are familiar with the elements of composition using the relevant genre or style.</li> </ul>	<ul style="list-style-type: none"> <li>Take the students to the open air dance space and demonstrate the two genres.</li> <li>Encourage them to imitate the two dances.</li> </ul>		<ul style="list-style-type: none"> <li>Assess the students on the level and quality of their engagement with their task.</li> </ul>
<b>Dance genres and their compositions: African traditional dances</b>				
<ul style="list-style-type: none"> <li>Bubu dance</li> <li>Cultural dance</li> <li>Gumbeh dance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate greater movement skills on the African traditional dance genres, focusing on concentration, and physical control when performing movements and artist expression.</li> <li>Show they are familiar with the elements of composition using the relevant genre or style.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the same steps as carried out for the urban dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>Open air dance studio</li> <li>Costumes for each of the dance genre</li> <li>African traditional drums and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Use the same assessments as for the urban dance genres.</li> </ul>
<b>Dance ethics and principles</b>				
<ul style="list-style-type: none"> <li>Warm up guides and process</li> <li>Keeping physical as a dancer</li> <li>Nutritional guide</li> <li>The essence of hygiene in dance practice</li> </ul>	<ul style="list-style-type: none"> <li>Explain the necessity of warm ups before any dancing activity.</li> <li>Describe the nutritional and hygienic practices necessary to be an active and physical dancer</li> <li>Demonstrate how and why to follow training exercises</li> </ul>	<ul style="list-style-type: none"> <li>Share videos and other examples of warm-up exercises for the students to follow.</li> <li>Share leaflets or notes giving nutritional and hygiene advice. Discuss the value if following this advice.</li> </ul>	<ul style="list-style-type: none"> <li>Videos and equipment.</li> <li>Nutrition and hygiene leaflets or a set of notes for the students to copy.</li> </ul>	<ul style="list-style-type: none"> <li>Short essays on nutritional and hygienic processes for dancers.</li> <li>Task requiring students to demonstrate warm up exercise procedures,</li> </ul>



	necessary to keep physically active.			
<b>Dance genres and their compositions: professional performance dances</b>				
<ul style="list-style-type: none"> <li>▪ Ballet</li> <li>▪ Contemporary dance</li> <li>▪ Modern dance</li> <li>▪ Concert dance</li> <li>▪ Tap dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate greater movement skills on the professional performance dance genres, focusing on concentration, and physical control when performing movements and artist expression.</li> <li>▪ Show they are familiar with the elements of composition using the relevant genre or style</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow the same steps as carried out for the urban dance and traditional genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Open air dance studio</li> <li>▪ Sound system.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the same assessments as for the urban and traditional dance genres</li> </ul>
<b>Dance genres and their compositions: worldwide and Latin dances</b>				
<ul style="list-style-type: none"> <li>▪ Salsa</li> <li>▪ Folk Dance</li> <li>▪ Belly Dance</li> <li>▪ Bollywood Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ As the learning outcomes for the previous dance genres and elements of composition.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow the same steps as carried out for the previous dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Open air dance studio</li> <li>▪ Sound system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the same assessments as for the previous dance genres</li> </ul>
<b>Performance</b>				
<ul style="list-style-type: none"> <li>▪ Concert participation</li> <li>▪ Patterns of style and dynamics</li> <li>▪ Partnering techniques</li> <li>▪ Professional dance talent circuits (Competitions)</li> <li>▪ Musical Theatre Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the basic tools and techniques of performance.</li> <li>▪ Explain the basic principles of costume designs and construction, and also stage presence and set up</li> <li>▪ Distinguish between dancers required for film,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hand out materials to the student to develop costumes and suggest ideas for stage set up.</li> <li>▪ Create small open space class room performances, for the student to acquire practical experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Opened space with creative environment to enhance creativity.</li> <li>▪ Musical sound system</li> <li>▪ Video equipment to show video footages of previously hosted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Divide the students into smaller groups giving each group a different dance to put on a performance in front of the entire class</li> <li>▪ Students creating costumes and arrange the stage set up.</li> </ul>



<ul style="list-style-type: none"> <li>▪ Dance on film/Documentaries</li> <li>▪ Stage Make-up and Costumes</li> </ul>	<p>music videos, documentaries, theatre and competitions.</p>		<p>dance performances.</p> <ul style="list-style-type: none"> <li>▪ Materials to create costumes and stage setup</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short essay on the dynamics of dance performance.</li> </ul>
<p><b>Dance genres and their compositions: Hip Hop and Funk</b></p>				
<ul style="list-style-type: none"> <li>▪ Break Dance (Breaking) Bounce</li> <li>▪ Locking</li> <li>▪ Popping</li> <li>▪ Street</li> <li>▪ Jazz,</li> <li>▪ B.Boy</li> <li>▪ Dance Hall</li> <li>▪ Disco Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ As the learning outcomes for the previous dance genres and elements of composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow the same steps as carried out for the previous dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for previous dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the same assessments as for the previous dance genres.</li> </ul>
<p><b>Dance genres and their compositions: ballroom dances</b></p>				
<ul style="list-style-type: none"> <li>▪ Tango</li> <li>▪ Cha Cha Cha</li> <li>▪ Samba</li> <li>▪ Rumba</li> </ul>	<ul style="list-style-type: none"> <li>▪ As the learning outcomes for the previous dance genres and elements of composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow the same steps as carried out for the previous dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for previous dance genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the same assessments as for the previous dance genres.</li> </ul>

