

The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for Dance and Drama Studies
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 and Drama Studies – a core subject

Subject Description

Dance is the 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 in the Senior Secondary School Curriculum

- Movement combinations which are encompassed in dance enable the pupil to develop basic skills as in improving memory, physicality order and sequencing, self-esteem and communication.
- Dance enables the student to express feelings and emotions through choreographic sequence, which may be difficult to express in an ordinary way.
- Dance is a dynamic and fundamental part of almost every nation's cultural heritage, hence, studying dance directly helps the student to conceive a proper understanding of the cultural and historical heritage of his/her nation, which strengthens social and cultural identities.
- Additionally, studying dance gives the student the opportunity to gain knowledge of various cultures around the world.
- Dance as is also essentially important as it helps the health and development of the student. Dance burns calories, strengthens muscles, improves balance, increases flexibility and gives the heart a good workout.
- Utilizing dance in academics also helps the student develop skills that are necessary 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 for dance

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

- Demonstrate awareness of the history and cultural heritage of dance, inclusive its development throughout history and from diverse cultures.
- Examine the development of rhythm and dance in history.
- Use movement concepts in rhythms, demonstrate movement concepts with small body parts for small movement forms in composition.
- Practice movement skills in an adequate and qualified forms
- Create dance compositions according to style and forms, including the ability to practice choreography according to differing music and dance forms.
- Demonstrate an understanding of the concept of dance performance, dance ethics and principles.
- Possess an insight into the diversity of dance genres, and be able to perform dances according to their genres.



Structure of the Syllabus Over the Three Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	Historical and cultural heritage of dance	Dance genres and their compositions 1	Performance
Term 2	Introduction to dance fundamentals and principles of dance	Dance genres and their compositions 2	Dance ethics and principles
Term 3	Artistry in dance performance	Dance creation and choreography	Internship with a dance studio, dance school or a professional dance instructor

Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Historical and cultural heritage of dance				
<ul style="list-style-type: none"> Understanding the cultural, historical, and artistic diversity of dance Analysing the characteristics of dances from several diverse cultures. Performing dance phrases or dances from several time periods with an understanding of its historical and social contexts Identifying historical figures and their significance in dance history 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate an insight into the historical background of dance, its evolution and development throughout history Describe the key characters who contributed to the development of dance 	<ul style="list-style-type: none"> Explore the historical and cultural heritage of dance through a circle discussion, explanation, reading of text books and pictorial showcasing. Show video footages of key characters who contributed to the development of global dance. Take students to an open space to demonstrate the characteristics of dance, and allow them to demonstrate after the instructor. 	<ul style="list-style-type: none"> Television and DVD player Open space which would be regarded as a dance studio Textbooks on historical development of dance Musical sound system (Bluetooth) 	<ul style="list-style-type: none"> Short essay on dance from various cultures and its development Objective and subjective questions on identifying the characteristics of dance



<ul style="list-style-type: none"> The influence of dance on world cultures throughout history. 	<ul style="list-style-type: none"> Determine the characteristics of dance Analyse, discuss and write about the role and development of dance in global cultures, noting human diversity as it relates to dance and dancers. 			
Introduction to dance fundamentals and principles of dance				
<ul style="list-style-type: none"> Movement dynamics; Techniques, Character, Time, space, Energy, force Performing, planning and improvising sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns. 	<ul style="list-style-type: none"> Demonstrate movement techniques, with an understanding of the use of time, space, energy and force. Demonstrate improvisation techniques. 	<ul style="list-style-type: none"> Take students to the open space dance studio, and demonstrate movement techniques for the students. Divide students into groups and have them improvise various movement, taking into consideration time, energy, space and force. 	<ul style="list-style-type: none"> Open space Text books on fundamentals and principles of dance Musical sound system (Bluetooth). 	<ul style="list-style-type: none"> Small group task: each group to create movements into a dance phrase.
Artistry in dance performance				
<ul style="list-style-type: none"> Anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. Dance artistry (technical proficiency, musicality, 	<ul style="list-style-type: none"> Process, analyse and respond to sensory information through language and skills unique to dance. 	<ul style="list-style-type: none"> Create a safe, friendly and positive atmosphere to build students' confidence. Give clear instructions etc, in verbal, non-verbal, audio-visual and written forms about the nature of artistry in dance performance. 	<ul style="list-style-type: none"> Open space, with a mirror Text books on fundamentals and principles of dance Musical sound system (Bluetooth). 	<ul style="list-style-type: none"> Task for each student, to demonstrate his/he artistic nature as a dancer Self-assessment on the qualities of a dance artist.



<p>stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics).</p>	<ul style="list-style-type: none"> ▪ Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression ▪ Describe movement structure and of musicality in relation to music. 	<ul style="list-style-type: none"> ▪ Use explanatory learning on technical proficiency, by allowing the students to talk about ideas and processes. 		
Dance genres and their compositions 1 and 2				
<ul style="list-style-type: none"> • Professional Performance Dances – Ballet Dance, Contemporary Dance, Modern Dance, Tap dance, Concert Dance, • Hip Hop and Funk Dances – Break Dance (Breaking), Bounce, Locking, Popping, Street Jazz, B.Boy, Dance Hall, Disco Dance • African Traditional Dances – Bubu Dance, Cultural Dance, Gumbeh Dance • African Urban Dances – Afro Beat Dance, High Life Dance • Worldwide/Latin Dances – Salsa Dance, Folk Dance, 	<ul style="list-style-type: none"> ▪ Demonstrate greater movement skills on different dance genres, with concentration, physical control and artistic expression. ▪ Demonstrate an insight into the various existing dance genres, creating new or performing existing, routine on the various dance genres ▪ Demonstrate the elements of 	<ul style="list-style-type: none"> ▪ Show videos of different global dance genres ▪ Develop success criteria for some of the dance genres ▪ Demonstrate the different genres, and allowing the students to imitate. 	<ul style="list-style-type: none"> ▪ Open space, with a mirror ▪ Text books on fundamentals and principles of dance ▪ Musical sound system (Bluetooth) ▪ The African drum ▪ Costumes representing each dance genre. 	<p>Criterion based assessment: The students imitate a dance genre and are assessed using the criteria which has been developed by the teacher and students.</p>





<p>Belly Dance, Bollywood Dance</p> <ul style="list-style-type: none"> Ballroom Dances – Tango Dance, Cha-Cha-Cha Dance, Samba Dance, Rumba Dance 	<p>composition for the relevant genre.</p>			
<p>Dance creation and choreography</p>				
<ul style="list-style-type: none"> Kinesthetic awareness - Categorize the elements, principles, and structures of dance masterworks. Understanding time sequence and counting in dance creation. Dance musicality. Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a tool to create solo and ensemble compositions. Creating abstract movement using imagery Correlation between choreographic intent and choreographic product. 	<ul style="list-style-type: none"> Demonstrate inventiveness and creativity Show Integrity of artistic choices in composition. Show technical proficiency and artistic expressiveness to interpret the choreography. a. Show how to use choreographic principles and processes to express feelings, images, and thoughts through dance, working alone, with a partner or in small groups. 	<ul style="list-style-type: none"> The use of Guided Discovery; communicating with the student verbally and allowing the student to respond with movements.. To enhance choreographic strength, show different approaches to tasks, movement or exercises. Allow explanatory learning by encouraging students to talk about ideas and processes. Show videos of previous artistic work. 	<ul style="list-style-type: none"> Open space Musical sound system Video equipment to show footage of previously created works. 	<ul style="list-style-type: none"> A criterion bases assessment of an improvise piece of abstract movement using imagery.



Performance				
<ul style="list-style-type: none"> ▪ Concert participation ▪ Patterns of style and dynamics ▪ Partnering techniques ▪ Professional dance talent circuits (Competitions) ▪ Musical Theatre Dance ▪ Dance on film/Documentaries ▪ Stage Make-up and Costumes 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the basic tools and techniques of performance. ▪ Describe basic principles of costume designs and construction, and also stage presence ▪ Distinguish between dancers required for film, music videos, documentaries, theatre and competitions. 	<ul style="list-style-type: none"> ▪ Issue materials to the students to develop costumes and suggest ideas for stage set ups. ▪ Create small open space performances for the students to acquire practical experiences 	<ul style="list-style-type: none"> ▪ Open space ▪ Musical sound system ▪ Video equipment to show footage of previously hosted performances ▪ Materials to create costumes and stage setups 	<ul style="list-style-type: none"> ▪ Divide the students into smaller groups giving each group a task to on a dance performance in front of the school, including creating costumes and stage set up. . ▪ Short essays on the dynamics of dance performance
Dance ethics and principles				
<ul style="list-style-type: none"> • Warm up guides and processes • Keeping physical as a dancer • Nutritional guide • The essence of hygiene in dance practice 	<ul style="list-style-type: none"> ▪ Describe the importance of warm ups before any dance activity ▪ Explain nutritional hygiene and exercise guides to be an active and physical dancer 	<ul style="list-style-type: none"> ▪ Show video footage of exercises and warm up sessions for the students to follow. ▪ Develop nutrition and hygiene guidelines with the students 	<ul style="list-style-type: none"> ▪ Exercise videos and equipment. 	<ul style="list-style-type: none"> ▪ Short essays on nutritional and hygienic processes for dances ▪ Task requiring students to demonstrate warm up exercise procedures
Internship with a dance studio, dance school or a	At the end of this process the student	Students should be sent out to a Dance studio, a dance	A dance studio, a dance school, or a	A report from the dance studio, school, or



professional dance instructor	should have obtained hands on experience on how to be a professional dancer, the operations of dance institutions, and performances.	school, or a professional dance instructor to acquire a practical experience on dance performance and operation	professional dance instructor	aprofessional dance instructor on the performance level of the student will suffice for an assessment for the student
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Drama studies

Structure of the Syllabus Over the Three Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	Definition of drama/theatre	Creative drama writing	Technical production
Term 2	Terms and Terminologies	Basics of acting	Basics of directing
Term 3		Performance spaces	

Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Definition of drama/theatre				
<ul style="list-style-type: none"> ▪ Types of drama <ul style="list-style-type: none"> ○ comedy ○ tragedy ○ melodramas 	Students will be able to: <ul style="list-style-type: none"> ▪ Demonstrate knowledge of the different genres 	<ul style="list-style-type: none"> ▪ Leading students from the known to the unknown, brainstorming existing knowledge about 	<ul style="list-style-type: none"> ▪ Short videos and documentaries 	<ul style="list-style-type: none"> ▪ Multiple choice questions on definitions of genre ▪ Assessment of participation in skits



		<p>plays, to develop an agreed list of genres.</p> <ul style="list-style-type: none"> Provide illustrations, examples and demonstrations of the different genres. Help students to role play skits in different genres. 		
Terms and terminologies				
<ul style="list-style-type: none"> There are terms and terminologies that are peculiar to drama and a list of over 50 such words must be investigated, e.g. Apron, Wings, Flies, Cue, Backdrop, Cut 	<ul style="list-style-type: none"> Demonstrate proficiency in the language of drama, 	<ul style="list-style-type: none"> Research assignments Brainstorming to come to agreed definitions of terms Discussions Quizzes 		<ul style="list-style-type: none"> Observation of students during discussions and brainstorms Tests Quizzes on terminology
Creative drama writing				
<ul style="list-style-type: none"> Introduction to script writing for the stage 	<ul style="list-style-type: none"> Demonstrate a developing ability to create short dialogues and monologues for subsequent performance. 	<ul style="list-style-type: none"> Taught classes on the basic rules on writing for the stage, including story telling techniques, and presentation. Stage directions 	<ul style="list-style-type: none"> Examples of short scripts. 	<ul style="list-style-type: none"> Tests on writing short dialogues.



Basics of acting				
<ul style="list-style-type: none"> The actor and his tools, i.e., costumes, props Character analysis Textural analysis Gesture and facial expression 	<ul style="list-style-type: none"> Describe the basic tools that an actor needs to master. 	<ul style="list-style-type: none"> Role plays (characterisation) and demonstration Taught classes on textural analysis. 	<ul style="list-style-type: none"> Performance space Costume bank and property stock 	Two-minute presentations on created or selected characters.
Performance spaces				
<ul style="list-style-type: none"> Thrust stage Proscenium stage Arena stage End Stage Found Space 	<ul style="list-style-type: none"> Demonstrate knowledge of the different types of performance spaces. 	<ul style="list-style-type: none"> Taught classes and discussions 	<ul style="list-style-type: none"> Videos showing different types of performance space 	<ul style="list-style-type: none"> Illustrations and labelling of different types of performance space.
Technical production				
<ul style="list-style-type: none"> The stage manager The set Lighting Sound and effects 	<ul style="list-style-type: none"> Determine and describe the different factors of technical production and their effect on the overall success of a production. 	<ul style="list-style-type: none"> Taught classes Experience on an improvised stage set. 	<ul style="list-style-type: none"> Video of a full technical rehearsal with lighting and sound effects. 	<ul style="list-style-type: none"> A technical run of a short piece developed during the writing part of the course, assessment based on the quality and level of participation.
Basics of directing				
<ul style="list-style-type: none"> Types of directors; dictators, democrats, laissez faire 	<ul style="list-style-type: none"> Describe the roles, responsibilities and types of directors. 	<ul style="list-style-type: none"> Provide information to the students, with examples of directors' styles 		<ul style="list-style-type: none"> Written assessment: exam, tests, quizzes.