



UNIVERSITY
OF
JOHANNESBURG

<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Teaching Methodology & Practicum 3B (MPLSKB3)
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: Supplementary Exam 2019

<u>DATE</u>	:	<u>SESSION</u>	:
		DR A.D. Nkosi	
<u>ASSESSOR(S)</u>	:	Mrs N. Mabaso	
		DR P.O.ONG'ARE	
<u>MODERATOR</u>	:	Dr S. Mohamed	
<u>DURATION</u>	:	<u>TOTAL MARKS</u>	:
		2 HOURS	100

NUMBER OF PAGES : 4 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS
 2. Number your answers clearly
 3. Answer section A and section B in separate books
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SECTION A : ART EDUCATION

QUESTION 1

African Dance Philosophy and Vocabulary

African Indigenous Dances are a living arts that can only survive when reflecting the demands and concerns of the ever-changing society” (Bakare and Mans, 2007).

1. What does the following special abbreviation of African Dance stand for:
 - SL
 - IL
 - LIL
 - ULNH(8)
2. How social structures are typically reflected in traditional societies communal dances. (2)
3. Explain the execution of “getting down qualities” in dance.
4. What is the purpose of professional guilds dances? (2)
5. What are the typical footwork that are used in dance around the riverine people? (2)

[16]

QUESTION 2

African communal dance tradition is slowly losing its relevance in modern societies. At the same time, modern school Arts education curriculum includes the teaching of African indigenous dance. Therefore, the context of teaching traditional dance in modern society comes with the challenge.

1. Explain to two factors that problematizes having African dance in schools. (4)
2. What is the solution given in the article to solve the dilemma? (2)
3. Dance in African communities is used to express the journey of life. Give seven examples where dance is used in the different stages of life. (7)

[13]

Question 3

1. Give five components that are needed to bring African dance into existence. (5)
 2. List seven factors that inform the dance vocabularies. (14)
 3. Explain four ways that dances relate to each other in dance preparation and performances. (2)
- [21]**

SECTION B: LIFE SKILLS

QUESTION 1

Creative Arts is not about being stuck in the classroom doing formal work but it is about allowing learners to explore the world around them through engaging themselves in playful activities (O'Connor, 2013). You have been deployed to a rural school which has a serious shortage of teaching materials. The learners come from disadvantaged backgrounds and they are not exposed to most of the modern technology.

You have been given a task to demonstrate to teachers how they can make Creative Arts lessons more enjoyable and meaningful despite having limited resources. Use the following guidelines below to create an information sheet that the teachers can take home.

- 1.1 State the topic that you will teach. (1)
- 1.2 Create 3 objectives for this lesson. (3)
- 1.3 Provide two activities you would include in the introduction, body and conclusion of your lesson for the learners to achieve these objectives. (12)
- 1.4 Explain any 5 factors you will take into consideration when planning for this lesson and how you are going to prepare for these.

(10)

- 1.5 Mention how you can include any three of the Arts and culture aspects of dance, music, art or drama into the lesson. (6)
- 1.6 List three teaching resources that you will use in your lesson and explain how you will use them. (6)
- 1.7 Provide and explain briefly any three assessment activities you will use to check whether learners have achieved the learning objectives you have identified. (6)
- 1.8 Briefly explain three points that will help you know if the lesson was effective. (6)

[50]
