



Matlosana Centre for the Arts

— 049-495-NPO

Diwele Molale Lubi [Member of the International Dance Council. CID]

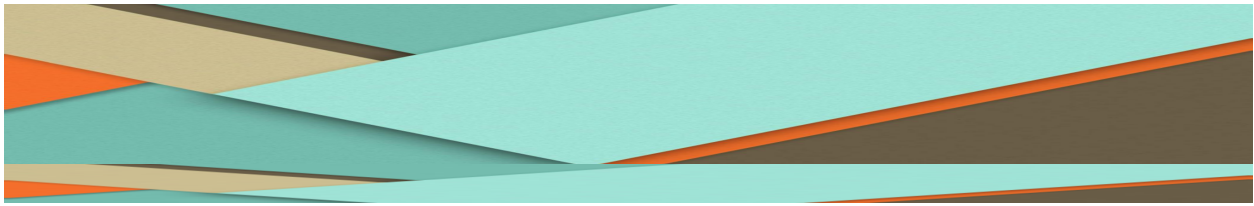
195 Rue de Genève

Les Allées du Chateau Bat B01

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STRATEGIC OVERVIEW

Vision:

To lead in the development of creative performing and teaching of arts, culture and create artistic opportunities to the people of the North West Province and South Africa.

Mission:

Matlosana Centre for the Arts commits itself to the development, fostering, enhancement and promotion of the Arts in education, artistic academia, expertise, recognition and supporting skills as well as excellency in the Dr Kenneth Kaunda District, North West Province and South Africa by:

Acting as a professional Performing Arts, Culture and Education organization with emphasis on Art in Education, development and training, performing and creating as well as identifying talent.

Establish a necessary bridge that connects local artists to further education as well as maintaining a vibrant, artistic, educative and sports culture in Matlosana with clear consciousness of the equality and reflection of our people's cultural diversity.

Develop as an art, culture and creative institution in accordance with the Provincial, National and Cultural Policy.

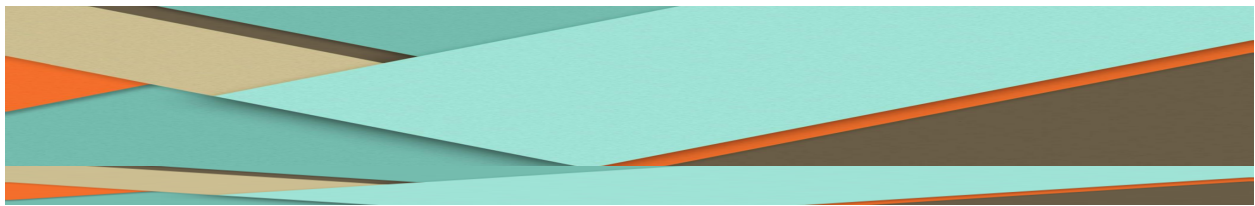
Encourage national and international stakeholders in obtaining, maintaining and further development of MCA infrastructure and where possible utilize existing venues in Matlosana

Multi-disciplined organisation presenting multi-faceted art and artistic programmes and services to the communities in Matlosana, North West Province, South Africa and internationally.

Values:

Accountability	Accessibility	Confidentiality
Competency	Professionalism	Integrity





Effectiveness and efficiency	Transparency	Openness
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- **Project background**

Artistic Director

Diwele Molale Lubi is a Member of the International Dance Council (CID) and recently a speaker at the Geneva Peace Talks 2021, teacher, performer, choreographer, conference speaker and researcher in Movement and Dance.

Lubi has a vast experience as a teacher and lecturer at the International School of Geneva (Switzerland), Royal Academy des Beaux Arts Bruxelles, (Belgium), University of Strasbourg (France) Kensington and Chelsea College and Head of Performing Arts at Westminster Academy in London (UK). Dance artist and performer at Alhamra Geneva, Market Theatre Johannesburg, Parc de la Villette Paris and the Royal Opera House in London.

My educational credits include a Masters' Degree in Performing Arts (University of Kent), PGCE (PC) in Performing Arts (University of London) and Certificate in Education in Contemporary Dance at London Contemporary Dance School (University of Kent).

Project context

After a careful observation on the socio-economic challenges faced by especially the young artists in Matlosana, I realised there needs to be a Performing Arts Institution for the talented artists to pursue careers in the Arts. The current educational provision in our secondary schools does not include performing arts and therefore Matlosana Centre for the Arts will provide an opportunity for the young artists to pursue Further Education in Performing Arts through professional training.

The training will provide the young artists with a vast knowledge and prepare them in the performing arts field to become professional artists, art administrators, job-seeking/ job-creating skill and a great channel into further or superior arts institutions such as PUKKE, JHB Dance Theatre, The Place (UK), North West University, Wits University and other international institutions. The programme will be addressing key issues such as:

- Economic transformation and job creation : qualified and independent working young artists.
- Education, skills and health : fully trained artists with a vast skills and knowledge in their





diverse arts fields.

- Social cohesion and safe communities : social consciousness on issues such as racism, nature conservation, climate change, xenophobia, homophobia, inclusion, disabilities and crime.
- A better Africa and World : positive patriotism, willingness to learn other cultures and curiosity to travel the world.



PERFORMING ARTS PROGRAMME

Programme purpose:

Provision of teaching through training to unearth Performing Arts talent so that it can be nurtured and shaped to enable students or participants to showcase such talent by way of performances and participation in various productions, performances and competitions national and international.

Programme Overview


Performing Arts Sub-programmes: -

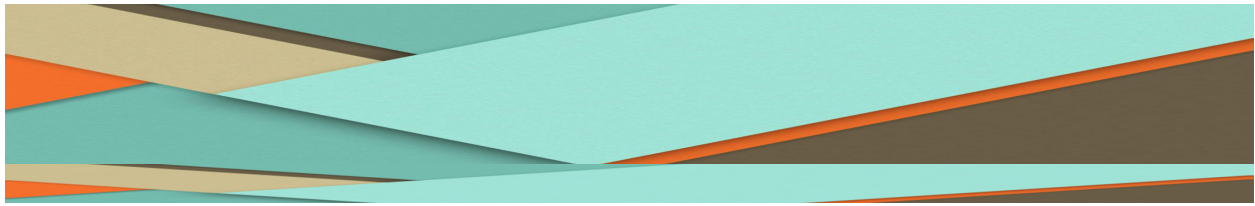
- Drama/Theatre studies
- Dance
- Music
- Arts Administration

Programme Objectives:

The overall objective of this project is to enhance the economic transformation, job creation, health awareness, Education and skills in Dr Kenneth Kaunda District Matlosana in South Africa.

Specific objectives:

- Establish a professional Performing Arts Institution for the local community.
 - Engage in economic transformation and job creation as well as developing further education opportunities to the local community
 - Provide professional Dance, Music and Drama/ Theatre Studies training to the learners.
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- Award International Certificate and/or Further Education Training in Performing Arts Certificate accredited by the International Dance Council in accordance with South African Qualification Authority
- Mentor our graduates on the auditioning processes and provide updates on various performing arts job vacancies.
- Establish partnership with other national and international performing arts institutions.
- Engage in creating new audiences and partnerships for the sustainability of the project.
- Create a life-long learning culture across the Performing arts spectrum.



Strategic Objective:

Provision of full-time professional performing arts training to local, national and international students. The emphasis will be the acquisition of relevant skills with a view of creating jobs and financial self-sustainability. The project is also aimed at broadening the local education provision in proposing professional performing arts training school in Matlosana and therefore creating a channel for local artists to get into further arts institutes or work in professional companies.

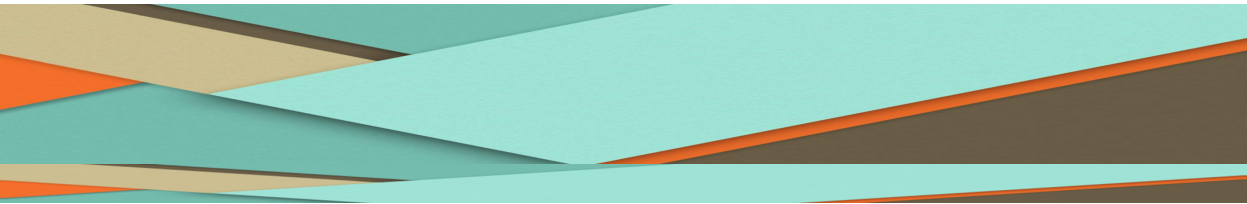
Target group:

The course is designed for all artist learners willing to pursue careers in Performing Arts in Dr Kenneth Kaunda District. Accessibility will be through rigorous audition processes based on prior learning, experience and determination. Due to the limited number of trainees per year in each field, factors such as the economic background of each individual artist will be taken into consideration and therefore the most talented and needy could be prioritized.

The current constraint of the local artists is the lack of exposure to different performing arts forms, for example our local dance artists only practice traditional Setswana or Zulu dance. They are not exposed to contemporary, ballet, jazz or other dance forms which usually results in unsuccessful auditions in dance companies or further arts institutions.

Due to financial constraints, the local artists cannot afford to go to Gauteng or Mahikeng to take workshops of other dance forms. This therefore results in limited knowledge in creating and staging inspiring choreographies and professional productions. Upon reflection, we realised that the major factor of artists' unemployment in Matlosana is not lack of creativity but lack of





a professional creative space. A creative and inspiring space that is a web connecting local artists directly with national and international institutions.

The long-term plan will be to develop the performing arts practice into professional quality choreographies, musical or theatre pieces performed in theatres or suitable outdoor spaces. We believe it is only through professional training that the performing arts practice can attract new paying audiences and transform the stereotype of performing arts as an extramural or leisure activity. We believe arts is and will always be a valid profession.

This project will remain a community initiative to fulfill and support the government’s key issues such as the Economic transformation and job creation, Education, skills and health as well as contributing to the Social cohesion and safe communities. The project will transform young artists lives making them financially independent, providing them with relevant life-skills and conscious knowledge to be responsible members



**CORE PROGRAMME:
SOUTH AFRICAN QUALIFICATION AUTHORITY
Registered qualification:**

<https://allqs.saqa.org.za/showQualification.php?id=48808>

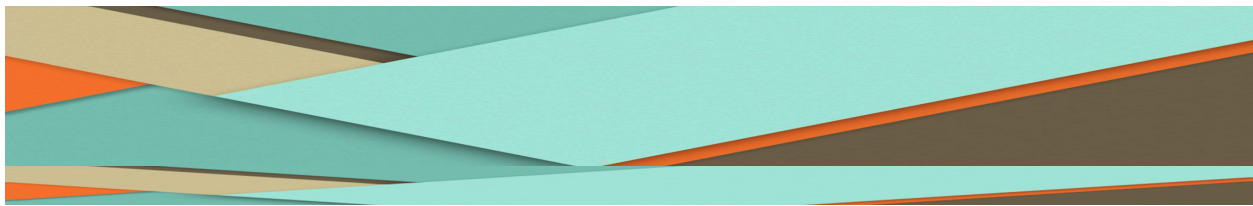
SAQA QUAL ID	QUALIFICATION TITLE	
48808	Further Education and Training Certificate: Performing Arts	
ORIGINATOR		
SGB Performing Arts		
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY	NQF SUB-FRAMEWORK	
CATHSSETA - Culture, Arts, Tourism, Hospitality and Sports Education and Training Authority	OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD



Further Ed and Training Cert	Field 02 - Culture and Arts		Performing Arts	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	150	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 06120/18	2022-07-01	2023-06-30

PURPOSE AND RATIONALE OF THIS QUALIFICATION

PURPOSE	<p>Provision of the underlying performing arts knowledge, skills and values in order to become a competent and professional practitioner.</p> <p>Be employed or self-employed within the performing arts industry and/or pursue superior studies within the performing arts field.</p>
OUTCOME	<p>Presenting performances that engage the audience using appropriate elements of performance craft and techniques.</p> <p>Interpreting and conceptualising performance using knowledge of the text, context, forms and approaches of the performing arts.</p>
RATIONALE	<p>To produce qualified, professional performing artists who will contribute to the South African Performing Arts Industries in creative and meaningful ways.</p> <p>Equip qualifying learners with basic competencies in the performing arts to</p>



	<p>become successful actors, dancers, composers, choreographers, directors, writers, collaborators, administrators and technical staff.</p> <p>Qualifying learners should be innovative, multi-skilled and competitive in the competencies necessary to ensure employment in the performing arts and be able to manage their own careers in ways so as to generate employment and to reinvigorate the performing arts in South Africa.</p> <p>At level 4 it is important that learners are equipped with a range of competencies across possible roles or areas of activity, as in South Africa, performing artists are usually required to fulfill a range of functions in order to sustain their career.</p>
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LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners should be able to read, write and communicate in TWO official languages at the level of NQF Level 3, contained in the following unit standards

- Accommodate audience and context needs in oral communication (8968), NQF Level 3, 5 credits.
- Interpret and use information from texts (8969), NQF Level 3, 5 credits.
- Use language and communication in occupational learning programmes (8973) NQF Level 3, 5 credits.
- Write texts for a range of communicative contexts (8970), NQF Level 3, credits.

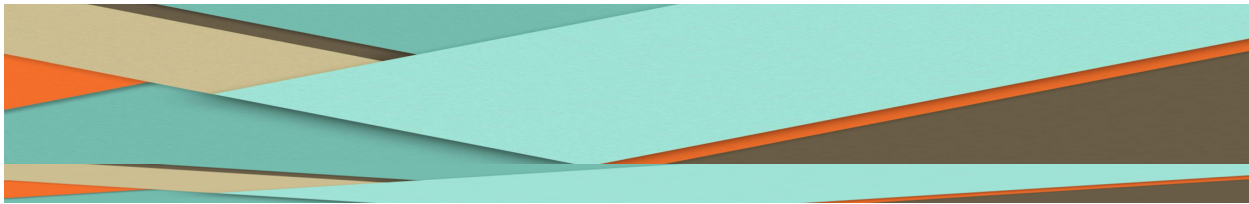
QUALIFICATION RULES

The qualification consists of a Core, a Fundamental and an Elective Component.

Learners are required to obtain a minimum of 150 credits as detailed below.

The Fundamental Component consists of Unit Standards in:



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- Mathematical Literacy at NQF Level 4 to the value of 16 credits.
 - Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
 - Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

Core Component

The Core Component consists of Unit Standards to the value of 70 credits, all of which are compulsory.

Elective Component:

The Elective Component consists of Unit Standards to the value of 96 credits in a number of specializations, each with its own set of Unit Standards. Learners are to choose a specialization area and Elective Unit Standards at least to the value of 24 credits from the Unit standards listed under that specialization.

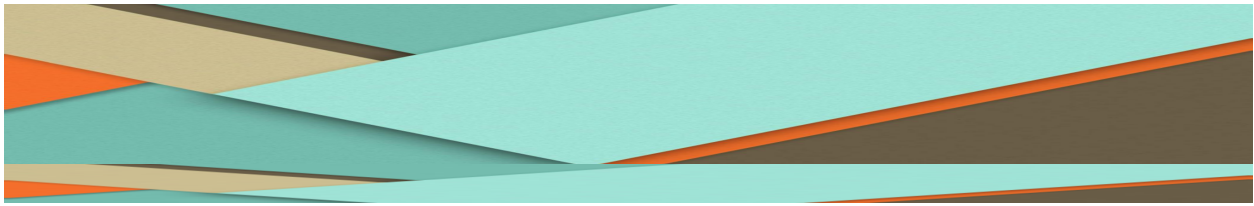
Full Unit Standards: [MCA UNIT STANDARDS.pdf](#)

EXIT LEVEL OUTCOMES

- Communicate in a variety of ways.
- Use mathematics in practical applications.
- Present performances that engage specific audiences using appropriate elements of performance.
- Integrate elements of performances using all appropriate knowledge of performance.
- Critically reflect on and evaluate performances and performance texts
- Work in groups accepting constructive criticism, using knowledge of group dynamics and communication techniques within the performance context.

ASSOCIATED ASSESSMENT CRITERIA





Fundamental and Core

- 1.> Oral and written communication is sustained in a variety of contexts
- 2.> Financial aspects of personal, business, and national issues are investigated using accepted financial principles
- 3.> Performances, characters, roles or messages are developed using appropriate knowledge of performance text, contexts, methodologies and approaches
- 4.> A range of literacies are used simultaneously to communicate effectively in performance
- 5.> Performance texts are analysed according to generic principles and specific criteria
- 6.> Concepts of effective group dynamics are developed in planning and rehearsal processes

Elective (at least one outcome required to qualify)

- 1.> Conceptualisation of performance in all forms of creative processes
- 2.> Performance resources, technologies and techniques are utilised appropriately and innovatively
- 3.> Marketing plans for performances are developed

Full assessment criterion: [MCA ASSOCIATED ASSESSMENT CRITERIA.pdf](#)

ASSESSMENT RULES

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b).

All assessments should be conducted in line with the following well-documented principles:

- Appropriate: The method of assessment is suited to the performance being assessed.





- Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
- Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- Open: Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.

In evaluating performances, specifically, the following points should be taken into consideration:

- Preparation for and understanding of performance.
- Communication through visual and aural media.
- Creation of appropriate genre, style, performance form.
- Professionalism and performance discipline.
- Assessment of and adaptation to audience needs.

PROJECT IMPLEMENTATION PLAN

PRE-IMPLEMENTATION PHASE

MILESTONE	ACTIVITIES	RESPONSIBLE PERSON/ENTITY	TIME FRAME
Acquiring space or a	Building dance, drama and music	Molale Lubi [Member of	6 - 12 months



<p>site in Matlosana especially unused social buildings for renovation and/or rebuild.</p> <p>Target: Old Ithuteng Primary School in Jouberton</p>	<p>studios, Offices, changing rooms, conference rooms, theatre/performing space, Library, Medical Aid room, Canteen, Parking space</p>	<p>CID]. (Director of MCA)</p> <p>-Dr.Constantin Kontoggianis [Executive Member of CID.]</p> <p>(Director of Dance & Spirituality.CID)</p>	
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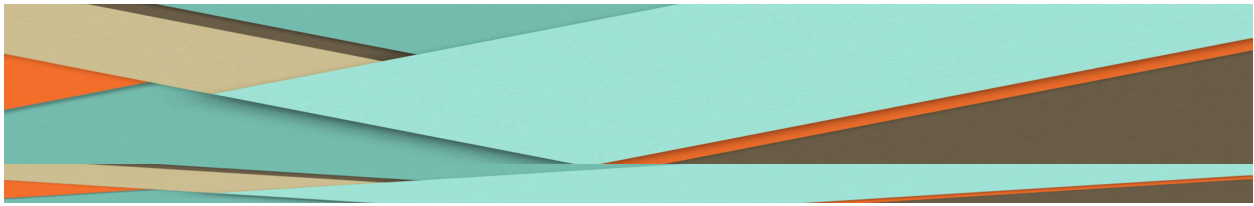
IMPLEMENTATION PHASE

MILESTONE	ACTIVITIES	RESPONSIBLE PERSON/ENTITY	TIME FRAME
<p>FET: Performing Arts Training Fields:</p> <ul style="list-style-type: none"> ● Dance ● Music ● Theatre Studies ● Drama 	<p>Daily classes in:</p> <ul style="list-style-type: none"> ● African Dance t ● Ballet ● Contemporary Dance ● Performance ● Choreology ● Improvisation ● Dance History ● Drama/Theatre Studies ● Music Studies ● Business in Performing Arts Industry 	<p>Diwele Molale Lubi Director of Matlosana Centre for the Arts</p> <p>Dance Tutor: Molale Lubi</p> <p>Music Tutor: Mabeleng Moholo</p> <p>DramaTutor:Mosoeu Mokhachane</p>	<p>52 Weeks</p>

INTERNATIONAL COMPARABILITY

So international Qualifications Authorities have Performing Arts qualifications which relate closely to FET namely New Zealand and Australia.

RISK ASSESSMENT



The project will continually rely on the SWOT analysis in order to identify its Strengths, Weaknesses, Opportunities and Threats. In conducting this analysis, the team will regularly brainstorm on the following factors:

- The strength of the project is its potential to broaden the local educational spectrum, economic transformation and job creation to the local community.
- The weaknesses of the project include being the first and only performing arts institution in the local community. It will therefore be faced with challenges to change the local community mindset to accommodate performing arts as a potential professional career.
- The opportunities that may be an advantage to the project such as partnering other arts institutions, local and international cultural exchanges, developing and monitoring performing arts curriculum for the local schools, engaging youth in performing arts training, building a theatre space, staging local and international productions and overall job creation to the local community.
- The threats that the project might face such as insufficient budget, lack of support, teaching and learning resources, marketing and self sustainability.





REFERENCES

- [MCA LEARNING PROGRAMME BUDGET.pdf](#)
 - [MCA Reg.CERTIFICATE.pdf](#)
 - [MCA Interational Certificate.pdf](#)
 - [Molale Diwele Lubi CV.pdf](#)
 - [LUBI MOLALE BIO.pdf](#)
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