

Year 9: Assessment statements

Subject: Dance



	Curriculum strand 1 – Performing Dance	Curriculum strand 2 – Choreographing and Collaborating in Dance	Curriculum strand 3 – Watching and Analysing Dance
<p>Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	A highly developed ability to perform a faultless performance with confidence, demonstrating a range of physical and interpretive skills such as balance, control, coordination, posture, focus, timing, musicality and facial expressions. To apply these skills to several different dance styles.	A highly developed ability to work both collaboratively and independently to develop imaginative ideas. Able to confidently select and use complex actions, dynamics, space, relationships and choreographic devices to convey or explore challenging themes and issues and communicate these themes to an audience. Able to encourage the involvement of others within all aspects.	A highly developed ability to analyse and evaluate the work of others using dance terminology. Able to comment upon the stylistic features of the dance style, skills and choreographic devices used with confidence. Able to evaluate their own work in detail and offer suggestions to improve. Can explain stylistic features in a dance style, in detail, and say why.
<p>Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	An emerging confidence to effectively use a variety of physical and interpretive skills, such as balance, control, coordination, posture, focus, timing, musicality and facial expressions, to enhance their overall performance and communicate their piece to an audience.	An emerging confidence to work collaboratively with others. Able to support less confident members of the group during the choreographing and rehearsal process. To confidently select and use actions, dynamics, space, relationships and choreographic devices to convey or explore challenging themes and issues and communicate these to an audience.	An emerging confidence to analyse the work of others using dance terminology, justifying their decisions with examples of where dance skills and choreographic devices are seen. Able to consider the impact dance has upon an audience. Can explain, in detail, stylistic features in a dance style.
<p>Developing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	An emerging competence to use a variety of physical skills to enhance the overall performance, such as balance, control, coordination and posture. Able to apply some interpretive skills to the work such as focus, timing, musicality, and facial expressions.	An emerging competence to take on the role of choreographer in group work, to listen to others and accept their ideas. Able to use rehearsal time effectively to improve the work. Able to use actions, dynamics, space, relationships and choreographic devices to add interest to the work.	An emerging competence to evaluate the strengths and weaknesses of a performance using dance terminology and can justify the decisions. With examples of where dance skills and choreographic devices are seen. Can explain stylistic features in a dance style.
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	A satisfactory ability to use several physical skills, such as balance, control, coordination and posture, and maintain this throughout a performance. Able to apply basic interpretive skills to the work such as focus and timing.	A satisfactory ability to communicate well with different people. Able to plan and organise work, so it makes sense to the audience using actions, dynamics, space, relationships, and basic choreographic devices such as unison, canon, repetition and change of levels.	A satisfactory ability to identify dance skills and choreographic devices within a performance, such as unison, canon, repetition and change of levels. Able to use basic dance terminology when evaluating the work of others and offer one suggestion on how to improve the performance. Can describe stylistic features in a dance style.