

How do you progress in Dance?

| | PERFORMANCE Perform dance, reflecting choreographic intention through physical, technical and expressive skills. | CHOREOGRAPHY Create dance, including movement material and aural setting, to communicate choreographic intention. | KNOWLEDGE & UNDERSTANDING Of choreographic processes and performing skills | APPRECIATE OWN/PROFESSIONAL WORKS |
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| 9 A* | Exceptional ability to demonstrate physical, technical and expressive skills. The student shows a sensitive demonstration of dynamic qualities which is highly effective in portraying the artistic intention of the dance. Able to demonstrate exceptional knowledge of safe practice and can confidently apply to all scenarios. They have a critical understanding of how to develop the physical and mental capacity to respond to the demands of the dance. Shows exceptional audience awareness in every performance and is memorising to watch! | Exceptional ability to select and use action, space and dynamic content in a creative and sophisticated way. The student is exceptionally creative and uses structuring devices and dance relationships with a high level of confidence. The student is able to make clear connections with the aural setting showing excellent sensitivity to rhythm, musicality, timing and mood. Shows an excellent understanding of musicality and choices clearly support the choreographic intention. | Exceptional ability to work independently or as part of a group in creating exceptional choreography and performance. The student can confidently generate new ideas through improvising and uses the choreographic process to enrich the end performance. They demonstrate the mental skills and attributes of an exceptionally skilled dancer e.g rehearsal discipline, responding to feedback, systematic repetition and have the capacity to improve. | Exceptional understanding of how a performance contributes to an audience's understanding of the choreographic intent. The student is highly confident in giving critical feedback on how to improve performance or choreographic work of their own or others. They have the ability to critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting. They have an exceptional understanding of dance terminology and can produce convincing reflective judgements using specialist terminology accurately and effectively. |
| 8 A* | Outstanding ability to demonstrate physical, technical and expressive skills. They can perform with sensitivity to style and choreographic intention. Demonstrates safe practice competently. Performances are accurate, skilful and show personal artistry. Able to demonstrate outstanding knowledge of safe practice and can apply it to all scenarios. Shows outstanding audience awareness in every performance. | Outstanding ability to select and use action, space and dynamic content in a sophisticated way. The student is able to effectively use structuring devices and dance relationships with confidence. The student is able to make connections with the aural setting showing a very good understanding of rhythm, musicality, timing, mood and clearly relates to the choreographic intention. | Outstanding ability to work independently or as part of a group in creating highly creative choreography and performance. The student can confidently generate new ideas through improvising and uses the choreographic process effectively. They demonstrate the mental skills and attributes of a highly skilled dancer e.g rehearsal discipline, responding to feedback, systematic repetition and have the capacity to make improvements. | Outstanding knowledge of how a performance contributes to an audience's understanding of the choreographic intent. The student is able to confidently give feedback on how to improve performance or choreographic work of their own or others. They have the ability to critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting. They can produce convincing reflective judgements using specialist terminology accurately and effectively. |
| 7 A | Excellent Able to apply and adapt an extensive range of skills and techniques in performing and choreographing dance with an excellent level of competence. Able to show sensitivity, personal artistry and can communicate the intention clearly and effectively. Able to apply safe practice to all performances. Shows good projection and draws audience into their performance. | Excellent ability to select and use action, space and dynamic content in a creative way. The student is able to effectively use structuring devices and dance relationships with confidence. The student is able to make connections with the aural setting showing a very good understanding of rhythm, timing and mood. | Be able to demonstrate detailed knowledge and have a thorough understanding of key terminology and dance styles. Understand and use appropriate dance terminology effectively Be able to demonstrate detailed knowledge of safe practice and can confidently apply it Demonstrate considerable understanding of choreographic and dance composition principles. Excellent knowledge and understanding of what makes an effective performance and know how to achieve high quality performance. | Excellent knowledge of how a performance contributes to an audience's understanding of the choreographic intent. Able to identify the strengths and weaknesses and the significant priorities for improvement. They have the ability to appreciate professional works through describing, analysing, interpreting, evaluating and reflecting. |

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| <p>6 8a B 8b</p> | <p>Confident Confident to apply a range of skills and techniques in performance. Able to show sensitivity and can communicate the intention clearly. Has a good understanding of safe practice and applies this in performance. Confident to perform to an audience, sincere performance given.</p> | <p>Confident to demonstrate a good understanding of the choreographic process and apply devices and dance relationships effectively. Can select and combine complex choreographic devices to show a theme or stimulus. Able to select, discard and refine material to improve quality.</p> | <p>Confident to demonstrate detailed knowledge and have a good understanding of key terminology and dance styles. Understand and use appropriate dance terminology. Be able to demonstrate detailed knowledge of safe practice and can confidently apply it. Demonstrate a good understanding of choreographic and dance composition principles. Confident understanding of what makes an effective and engaging performance and can put into practice a number of ways to achieve this.</p> | <p>Able to identify the strengths and weaknesses and make suggestions for improvement with confidence. They have the ability to appreciate professional works through describing, analysing, interpreting and evaluating.</p> |
| <p>5 B 8c C 7a</p> | <p>Secure Be able to consistently perform a range of styles and techniques mostly accurately and confidently. Shows sensitivity and can show some awareness of expressive skills and shows some sensitivity to style and choreographic intention. Has a secure understanding of safe practice and applies this in performance. Connects and engages with the audience throughout the performance.</p> | <p>Demonstrate a competent understanding of the choreographic process and apply devices and dance relationships effectively. Can demonstrate a coherent selection and use choreographic elements and aural settings to communicate choreographic intention. Able to select, discard and refine material to improve quality.</p> | <p>Be able to communicate good knowledge of key terminology and identify characteristics of dance styles. Be able to identify safe practice and explain why it is required. Demonstrate a reasonable understanding of choreographic and dance composition principles. Secure understanding of what makes an effective performance and knows how to achieve this through practice.</p> | <p>Demonstrate an understanding of how to improve quality of work through various methods e.g. recording, self/peer/teacher observation/mirrors. Able to identify strengths and weaknesses and make sound suggestions for improvement. Can analyse professional dance works and understand why choices are made. Can analyse, interpret and evaluate own and professional works, to produce clear reflective judgements and using specialist terminology appropriately</p> |
| <p>4 7b C 7c</p> | <p>Competent (Yr9) Be able to perform a range of styles and techniques with accuracy. At times, shows dynamic and expressive skills. Performs set material with an understanding of timing and spatial awareness. Competent to connect and engage with the audience.</p> | <p>Can select, develop and combine a range of choreographic devices and dance relationships to show a theme or stimulus. Competent to choreograph own ideas that relate to dance idea or style. Adds in technical more challenging movements.</p> | <p>Be able to demonstrate sound knowledge of some of the characteristics of dance styles. Be able to use appropriate key terminology effectively. Has a basic understanding of the choreographic process and can apply some it to their own work. Able to explain what makes an effective performance and can give examples of how to achieve this.</p> | <p>Able to identify most strengths and weaknesses and make a number of suggestions for improvement. Able to identify a good range of ideas as they plan ways to improve their own and others' work. Can begin to analyse professional dance works and understand why choices are made.</p> |
| <p>3 6a D 6b 6c 5a</p> | <p>Developing (Yr 8 &9) Be able to perform a small range of techniques with accuracy. Can show simple movement development using actions, space and relationships to show a dance idea. Developing skills to show some ability to perform technically accurate and expressive movement. Good awareness of the audience in performance.</p> | <p>Can develop own movement ideas suitable to the dance idea/topic. Can select suitable dance relationships (unison, canon, accumulation, mirroring) and devices (transitions, highlights) to enhance the dance composition. Able to make decisions on how to effectively use the stage space e.g. choice of levels, pathways, directions, formations to enhance the dance idea.</p> | <p>Be able to use key terminology e.g. pirouette, arabesque, barrel jump, isolation. Know the effects the warm up and cool down should have on the body. Be aware of the importance of safe practice e.g. alignment, contact, elevation and spatial awareness. Be able to identify some choreographic devices and relationships and have some understanding why they used. Able to identify what makes a good performance.</p> | <p>Understand the value of feedback/constructive criticism. Able to identify some strengths and weaknesses and make some suggestions for improvement. Shows appreciation of professional dance works e.g. be able to identify some actions performed, dynamic quality and use of space. Has some understanding of the intention of the choreographer.</p> |

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| <p>2 5b E 5c 4a</p> | <p>Embedding (Yr 8) Can demonstrate a small range of techniques/dance styles and perform without copying. Has good co-ordination and timing. Can occasionally portray the dance intention but it is inconsistent and not sustained through the performance. The performer shows audience awareness. Can perform safely and with some awareness of style and/or intention.</p> | <p>Can select some actions, dynamic and use of space in compositional work. Can demonstrate some purposeful selection and use of choreographic elements and aural settings to communicate simple choreographic intention.</p> | <p>Shows some basic knowledge of dance terminology Understand why it is important to warm up and cool down and can identify changes that occur in the body Can name some basic choreographic devices used in compositional work Shows a basic understanding of safe practice and applies it e.g. spatial awareness, appropriate kit etc. Can identify a number of examples of what makes a good performance.</p> | <p>Able to identify a limited range of solutions and make simple changes to improve their work. Some knowledge of how to give feedback to others' to help improve. Shows appreciation of professional dance works e.g. be able to identify some actions performed, dynamic quality and use of space. Can use some analysis and/or interpretation to provide simple reflections on own and/or professional works, with inconsistent use of specialist terminology.</p> |
| <p>1 F 4b G 4c</p> | <p>Establishing (Yr7) Can perform basic phrases and some co-ordination but finds linking movements a challenge Can remember some of the set phrases, might need teacher input to simplify. The performer may struggle to show audience awareness at times.</p> | <p>Can select some simple actions and make simple transitions to make a composition. Has an awareness of how to use the space e.g. different levels, directions and a possible formation change.</p> | <p>Be able to name 6 basic body actions Some understanding of why it is important to warm up and cool down Can name a few choreographic terms e.g. unison, canon Can identify some examples of what makes a good performance.</p> | <p>Be able to make simple comments on peer and own performance. Attempts to show some appreciation of professional dance works e.g. be able to identify some actions performed.</p> |