



KS3 Dance Progress Grid

Progress	Assessment Strands		
	Choreography	Performance	Appreciation
7 - 9	I can choreograph a full-length dance as an individual or within a group using a theme or a stimulus and a multi layered structure. It should include a variety of complex choreographic devices such as: canon, unison, repetition, climax. Motifs should be evident and developed in at least three different ways, inspired and original.	I can perform consistently confident and engaging choreography, showing a high understanding of all areas required. <u>Technical Skills</u> such as flexibility, balance, coordination, strength and core should be evident. <u>Expressive Skills</u> such as focus, musicality and engagement with the audience should be apparent.	I can use feedback efficiently to critically analyse and evaluate individual works and peers, demonstrating high communication skills to evaluate how fundamental dance principles impact on performance and choreography. Knowledge and understanding of key areas within the dance style should be evident.
5 - 6	I can demonstrate how a motif has been used and is clear through development such as repetition. Musicality is used to help structure the dance. Transitions are clear and travelling, dynamics and a variety of actions are used. I can use choreography skills to build the structure of a whole dance including beginning, middle and end. It should show a variety of choreographic devices, as well as complex actions and some dynamics such as travel sequences, contact work and floor work.	I can show sustained evidence of a range of technical skills and expressive skills like flexibility, focus, musicality, co-ordination and core stability, throughout building on performance within a group or duet. The ability to work sensitively with others should be evident. The performance should be fluent and engaging.	I understand the main characteristics in dance and dance styles to help to give clear feedback and evaluate how to improve my own work. Provide explanations of dance components and how these are used to improve dances in a solo or in a group. I can take ownership and lead the group in making evaluative decisions on how to productively improve the dance.
4	I can show an understanding of how to use a motif within a dance to show a theme or a specific structure. An attempt at developing the motif has been made within the dance. A variety of actions, dynamics and use of space are clear and evident at most points within the dance.	I can demonstrate a level of confidence throughout showing good expressive skills whilst performing in front of others. Technical skills are varied and used well throughout showing a clear understanding of control and core stability. The pupil should have the ability to perform as a soloist or in a group	I can use basic dance terminology to help analyse and evaluate individual work as well as others. Provide some solutions as to how work can be improved.
2 - 3	I can create a dance using at least 2 or 3 choreographic devices such as unison, canon or repetition and some different actions for creativity. I can demonstrate the use of some actions and space. Relationships have been attempted through some contact.	I can perform accurately throughout showing good focus and musicality from beginning to end remembering most movements and transitions, demonstrating the use of at least 2 or 3 technical and expressive skills. The performance has a good flow and shows some confidence.	I can recall information regarding different styles and topics of dance. Using the information to form a structure for evaluating own work and others.
1	I understand what choreographic devices are and how to include them into a dance to add interest such as unison and canon.	I can display at least one technical and expressive skill such as focus, musicality, co-ordination or strength.	I can identify an area in which others need to improve and feedback. Understand the 6 basic actions used in dance.
Working Towards 1	I can create a dance phrase linking movements together. The dance should have a beginning and an end.	I can remember and perform most of a dance phrase showing some co-ordination and control. Some focus is evident.	I can communicate with a partner or peers on a WWW and EBI to work out what can be improved within the dance.
Foundations	I can attempt to link basic action movements together so they flow to music.	I can try to perform a basic action skill such as a travel and a jump.	I can identify at least one area that I need to improve in my dance.

