

Year 7 Dance	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p><u>Choreography</u></p>	<p>I can work in a group, listening to ideas. I can choreograph a phrase considering a variety of actions. I have considered different dynamics. I have considered the use of space through pathways and levels. My dance has simple relationships (e.g. unison). I have considered the use of transitions.</p>	<p>I can work in a group, listening and sharing ideas. I can include a range of actions that use more than one body part. I can choreograph a phrase showing at least two changes in dynamics. I can choreograph changes in levels and size of the movement. I can choreograph a phrase showing at least two dance relationships. I can simple choreograph transitions to link movements together.</p>	<p>I can work confidently in a group, listening and sharing ideas. I can select action content that shows some creativity. I can clearly show more than two changes in dynamics. I can choreograph changes in direction and use different spatial formations. I can clearly include a range of dance relationships. I can choreograph appropriate transitions to link movement phrases together.</p>	<p>I understand the strengths and weaknesses of others and work collaboratively with everyone in my group. I can choreograph imaginative and effective action content which reflects the choreographic intent. I can include contrasting dynamics that reflect the choreographic intent. I can creativity develop the spatial content of my dance effectively reflecting the choreographic intent. I can creatively develop effective and imaginative dance relationships reflecting the choreographic intent. I can choreograph creative and seamless transitions to reflect the choreographic intent.</p>
<p>Attainment target 2 (AT2)</p> <p><u>Performance</u></p>	<p>I can perform simple movement phrases with concentration. I can perform demonstrating some control. I can perform demonstrating some basic coordination. I can perform demonstrating a dynamic. I can show an awareness of timing. I can perform with simple facial expressions.</p>	<p>I can perform simple movement phrases with commitment. I can perform demonstrating some strength. I can perform demonstrating some control of balance. I can perform more than one dynamic and consider relationship content (e.g. mirroring and contact) I can perform demonstrating timing and some rhythmic content. I can perform with appropriate facial expressions and energy.</p>	<p>I can perform dance phrases showing movement memory. I can perform actions demonstrating frequent strength and extension I can perform demonstrating coordination and balance. I can perform demonstrating contrasting dynamics and I am aware of the spatial content. I can perform demonstrating good timing and rhythmic content. I can perform with other dancers showing an awareness of space.</p>	<p>I can perform dance phrases reflecting the choreographic intent. I can demonstrate the following physical skills: core strength and stamina. I can perform with mobility (moving fluently from action to action). I can accurately demonstrate dynamic, space and relationship content to reflect the choreographic intent. I can perform emphasising the unique qualities of the music effectively, demonstrating good musicality.</p>
<p>Attainment target 3 (AT3)</p> <p><u>Appreciation</u></p>	<p>I can identify my own strengths and areas to improve in full sentences. I can identify actions used in my own work. I can identify dynamics used in my own work.</p>	<p>I can identify my own and others' strengths and areas to improve in full sentences. I can identify the use of space in my own work. I can describe how dynamics have been used. I can identify a target to improve.</p>	<p>I can identify my own and others' physical skills, e.g. strength, flexibility, balance. I can identify actions, dynamics and space used in my own and others' work. I can use dance terminology appropriately. I can explain how to achieve my target.</p>	<p>I can evaluate my own and others' work giving examples. I can identify action, dynamics, space and relationships in relation to the choreographic intent. I can identify types of skills (technical /physical/ expressive) and where they're used. I can explain how the choreography can be improved.</p>

Year 8 Dance	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p><u>Choreography</u></p>	<p>I can work in a group, giving and sharing ideas.</p> <p>I can include a range of actions that use more than one body part.</p> <p>I can choreograph a phrase showing at least two changes in dynamics.</p> <p>I can choreograph changes in levels and size of the movement.</p> <p>I can choreograph a phrase showing at least two dance relationships.</p> <p>I can choreograph simple transitions to link movements together.</p>	<p>I can work confidently in a group, giving and sharing ideas.</p> <p>I can select action content that shows some creativity.</p> <p>I can clearly show more than two changes in dynamics in my choreography.</p> <p>I can choreograph changes in direction and use different spatial formations.</p> <p>I can clearly include a range of dance relationships.</p> <p>I can choreograph appropriate transitions to link movement phrases together.</p>	<p>I can work collaboratively with everyone in my group.</p> <p>My dance material demonstrates good creativity.</p> <p>I can show a range of different dynamics that reflect the choreographic intent.</p> <p>I can develop space in a variety of ways to reflect the choreographic intent.</p> <p>I can clearly include a range of dance relationships that reflect the choreographic intent.</p> <p>I can choreograph smooth transitions to reflect the choreographic intent.</p>	<p>I understand the strengths and weaknesses of others and work collaboratively with everyone to utilise these.</p> <p>I can choreograph exceptionally creative and effective action content which reflects the choreographic intent.</p> <p>I can choreograph exceptionally creative and effective dynamic content which reflects the choreographic intent.</p> <p>I can choreograph exceptionally creative and effective spatial content which reflects the choreographic intent.</p> <p>I can choreograph exceptionally creative and effective relationships which reflects the choreographic intent.</p> <p>I can produce high quality, innovative transitions that are integrated in an inspired way.</p>
<p>Attainment target 2 (AT2)</p> <p><u>Performance</u></p>	<p>I can perform simple movement phrases with commitment.</p> <p>I can perform demonstrating some strength.</p> <p>I can perform demonstrating some control of balance.</p> <p>I can perform more than one dynamic and consider relationship content (e.g. mirroring and contact)</p> <p>I can perform demonstrating timing and some rhythmic content.</p> <p>I can perform with appropriate facial expressions and energy.</p>	<p>I can perform dance phrases showing movement memory.</p> <p>I can perform actions demonstrating frequent strength and extension</p> <p>I can perform demonstrating coordination and balance.</p> <p>I can perform demonstrating contrasting dynamics and I am aware of the spatial content.</p> <p>I can perform demonstrating good timing and rhythmic content.</p> <p>I can perform with other dancers showing an awareness of space.</p>	<p>I can confidently perform dance phrases.</p> <p>I can perform actions accurately demonstrating consistent extension and strength.</p> <p>I can perform with good posture and alignment.</p> <p>I can perform the spatial content and relationship content clearly.</p> <p>I can perform emphasising the unique qualities of the music, demonstrating some musicality.</p> <p>I can show an awareness of the audience through my projection of the movements and use of focus.</p>	<p>I can accurately perform dance phrases reflecting the choreographic intent.</p> <p>I can demonstrate the following physical skills: flexibility and isolation.</p> <p>I can demonstrate physical skills safely to reflect the choreographic intent.</p> <p>I can perform dynamic, space and relationship content in a stylistically accurately way.</p> <p>I can perform exceptional musicality to reflect the choreographic intent.</p> <p>I can perform with exceptional presence and energy, showing the choreographic intention of the dance.</p>
<p>Attainment target 3 (AT3)</p> <p><u>Appreciation</u></p>	<p>I can identify my own and others' strengths and areas to improve in full sentences.</p> <p>I can identify the use of space in my own work.</p> <p>I can describe how dynamics have been used.</p> <p>I can identify a target to improve.</p>	<p>I can identify my own and others' physical skills, e.g. strength, flexibility, balance.</p> <p>I can identify actions, dynamics and space used in my own and others' work.</p> <p>I can use dance terminology appropriately.</p> <p>I can explain how to achieve my target.</p>	<p>I can evaluate my own and others' work giving clear examples.</p> <p>I can identify relationships used in my own and others' work.</p> <p>I can define the dance terminology used in my evaluation.</p> <p>I can explain how the performance can be improved.</p>	

Year 9 Dance	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
Attainment Target 1 (AT1) <u>Choreography</u>	Student demonstrates a basic understanding of choreographic devices and movement skills when creating dance work. Choreographic processes 'selecting and refining' are evident within the classroom. Students recognise appropriate use of aural setting for their work.	Student has reasonable understanding of choreographic devices and movement skills when creating dance work. Choreographic processes 'selecting, developing, structuring and refining' are simplistic but evident within the classroom. Students understand the value of production features and shows evidence of considering these when creating dance work.	Student has a good understanding of choreographic devices and movement skills when creating dance work. Understanding of choreographic processes is evident within choreography with focus on communication of choreographic intent. Student has an understanding of production features and can make appropriate choices when using them.	Student has an excellent understanding of choreographic devices and movement skills when creating dance work. Sound evidence of choreographic processes contribute to more intellectual choreography that communicates choreographic intent. Student has a good understanding of production features and can demonstrate at least two in the final performance.
Attainment target 2 (AT2) <u>Performance</u>	Student is able to demonstrate 3 or more physical skills most of the time in performance. Action, space, dynamics and relationships are evident in each performance. Student is able to stay focussed, use projection and have spatial awareness in their performance, in addition to attempting musicality. Basic safe dance practice is demonstrated in every lesson.	Student is able to demonstrate 5 or more physical skills in each performance. Evidence of all technical skills are performed most of the time. Student is able to use 3 or more expressive skills within performance and basic safe dance practice is demonstrated in every lesson.	Student is able to consistently demonstrate 7 or more physical skills in each performance. Technical skills are performed to a good standard most of the time. Student is able to use 5 or more expressive skills within performance and understands what skills are required to perform safely.	Student demonstrates knowledge and understanding of physical skills and attributes in the classroom and in performance. Technical skills are consistently performed to a good standard. Student has a good use of 6 or more expressive skills to enhance performance and clear understanding of what skills are required to perform safely.
Attainment target 3 (AT3) <u>Appreciation</u>	Student is able to evaluate their own work highlighting strengths and weaknesses. They make suggestions of how other groups could improve. They use specialist terminology.	Student can analyse their own work providing reflections of strengths and weaknesses. They can interpret professional works and make simple reflections. They use specialist terminology most of the time.	Student can analyse their own and others work to a good standard making clear reflections and suggestions. Student can interpret professional dance work to a good standard, analyse movement, and use ideas in their own work. They consistently use specialist terminology.	Student can analyse their own and others work to a high standard making clear and relevant reflections and suggestions. Student can interpret professional dance work to a high standard, analyse movement, and use ideas in their own work. They consistently use specialist terminology, and can correctly identify and correct poor terminology.