

	Curriculum strand 1 – Performing Dance	Curriculum strand 2 – Choreographing and Collaborating in Dance	Curriculum strand 3 – Watching and Analysing Dance
<p>Mastering</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 confident and assured ability 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.	A confident and assured ability 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 themes to an audience.	A confident and assured ability 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>Advancing</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>	A competent and consistent ability to use a variety of physical skills, such as balance, control, coordination and posture, to enhance the overall performance. Able to apply some interpretive skills to the work such as focus, timing, musicality, and facial expressions.	A competent and consistent ability to take on the role of choreographer in group work, 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.	A competent and consistent ability to evaluate the strengths and weaknesses of a performance using dance terminology. Can justify the decisions with examples of where dance skills and choreographic devices are seen. Can explain stylistic features in a dance style.
<p>Securing</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>	A satisfactory ability to use a number of 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.
<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>	An improving ability to use basic physical skills when performing such as balance and control.	An improving ability to collaborate well in a team, offering creative and imaginative ideas and listening to others. To suggest ideas to improve the work of the group. To choreograph using actions, dynamics, space and relationships.	An improving ability to explain what dance skills were used within a performance, referring to actions, dynamics, space and relationships. Able to comment upon their own work. Can list stylistic features in a dance style.