

Data Collection 1

	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>	<p>A competent and consistent ability to use a variety of physical skills to enhance the overall performance.</p> <p>Able to apply basic interpretive skills to the work such as focus and timing.</p>	<p>A competent and consistent ability to take on the role of choreographer in group work, listen to others and accept their ideas.</p> <p>Able to use rehearsal time effectively to improve the work.</p> <p>Able to use the 6 basic dance actions and choreographic devices to add interest to the work.</p>	<p>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.</p>
<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>	<p>An emerging competence to use a number of physical skills, such as balance, control, coordination and posture, and maintain this throughout a performance.</p>	<p>An emerging competence to communicate well with different people. Able to plan and organise work, so it makes sense to the audience using the 6 basic dance actions and basic choreographic devices, such as unison and canon.</p>	<p>An emerging competence to identify dance skills and choreographic devices within a performance, such as unison and canon. Able to use basic dance terminology when evaluating the work of others. To offer one suggestion based on how to improve the performance.</p>
<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>	<p>An improving ability to use basic physical skills when performing such as balance and control.</p>	<p>An improving ability to collaborate well in a team, offering creative and imaginative ideas, listening to others, and suggesting ideas to improve the work of the group.</p> <p>Able to choreograph using all the 6 basic dance actions.</p>	<p>An improving ability to explain what dance skills were used within a performance, referring to the 6 basic dance actions.</p> <p>Able to comment upon their own work.</p>
<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>	<p>A reasonable ability to use basic physical skills some of the time when performing, such balance and control.</p>	<p>A reasonable ability to work well in a team, offering ideas and listening to others.</p> <p>Able to choreograph using some of the 6 basic dance actions.</p>	<p>A reasonable ability to say what was successful about a performance.</p>

Data Collection 2

	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>	<p>A competent and consistent ability to use a variety of physical skills to enhance the overall performance.</p> <p>Able to apply some interpretive skills to the work such as focus, timing, musicality, and facial expressions.</p>	<p>A competent and consistent ability to take on the role of choreographer in group work, listen to others and accept their ideas.</p> <p>Able to use rehearsal time effectively to improve the work.</p> <p>Able to use actions, dynamics, space, relationships and choreographic devices to add interest to the work.</p>	<p>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.</p>
<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>	<p>An emerging competence 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.</p>	<p>An emerging competence 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.</p>	<p>An emerging competence 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 to offer one suggestion based on how to improve the performance.</p>
<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>	<p>An improving ability to use basic physical skills when performing such as balance, control, coordination and posture.</p>	<p>An improving ability to collaborate well in a team, offering creative and imaginative ideas, listening to others and suggesting ideas to improve the work of the group. Able to choreograph using actions, dynamics, space and relationships.</p>	<p>An improving ability to explain what dance skills were used within a performance, referring to actions, dynamics, space and relationships.</p> <p>Able to comment upon their own work.</p>
<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>	<p>A reasonable ability to use basic physical skills some of the time when performing, such balance and control.</p>	<p>A reasonable ability to work well in a team, offering ideas and listening to others.</p> <p>Able to choreograph using actions and dynamics.</p>	<p>A reasonable ability to say what was successful about a performance.</p>