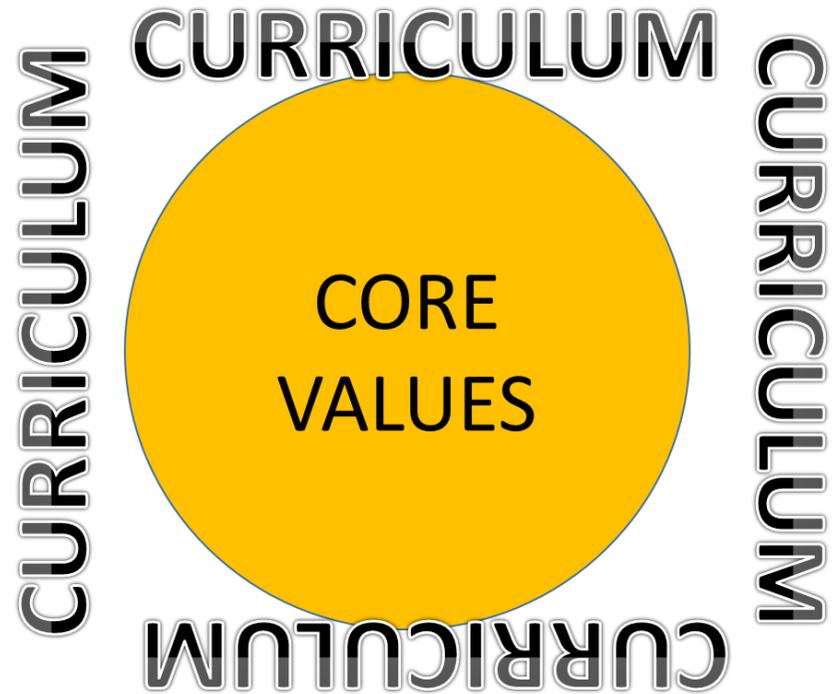


Year 8 Grade Descriptors

DANCE



EMERGING

Topic	Choreography	Performance
Descriptor	<p>Recall choreography terminology used in the unit and in previous dance units.</p> <p>Ability to use a range of body parts to create interesting actions and have changes in dynamic qualities.</p> <p>Understanding of space is seen in using formations, pathways, levels and direction. Dance relationships should be evident through the use of contact.</p> <p>Students are using clear transitions between sections in their dance.</p> <p>Students confidently use unison, canon, contrast and climax within their dance work to create an interesting piece of dance. They are able to explain these key terms.</p>	<p>Recall dance terminology such as:</p> <ul style="list-style-type: none"> • Balance • Alignment • Dynamics • Control • Mobility • Use of focus <p>Ability to perform a phrase from start to end safely, applying at least 4 physical skills consistently.</p> <p>Ability to perform a phrase from start to end safely, applying at least 4 technical skills consistently.</p> <p>Ability to perform a phrase from start to end demonstrating ability to apply at least 4 expressive skills.</p> <p>Student is able to remember the majority of movement, demonstrate commitment in class and concentrate in performance and lessons.</p>

DEVELOPING

Topic	Choreography	Performance
Descriptor	<p>Recall of a wider range of choreography terminology used in different units providing definitions for some of the terms.</p> <p>Ability to create an interesting and original phrase of movement that uses a large range of dynamic qualities.</p> <p>Understanding of space is seen in by using formations, pathways, levels and direction. Which are appropriate to the intention of the work. Dance relationships should be evident through the use of contact and one other appropriate method.</p> <p>Students have started to consider the use of entrances and exits as well as transitions in their work.</p> <p>Students demonstrate an understanding of motif development through repetition and one other method.</p>	<p>Recall numerous examples of dance terminology and be able to provide examples of safe practice in dance. Linking knowledge to warming up and cooling down the body.</p> <p>Ability to perform phrases safely and securely using a range of physical skills. Such as balance, control, extension and alignment, posture, mobility.</p> <p>Ability to perform phrases safely and securely using a relationship such as action and reaction and mirroring.</p> <p>Consistent and confident use of focus and projection being used.</p> <p>Ability to show consistent commitment, concentration and memory of movements. Be able to confidently performance in front of others.</p>

SECURE

Topic	Choreography	Performance
Descriptor	<p>Recall numerous examples of choreography terminology used in different units and provide examples of how they can be used in dance making.</p> <p>Ability to create an interesting and original phrase of movement that uses a large range of dynamic qualities. Action content has some links to the intention of the choreography.</p> <p>Consistent understanding of space is seen in by using a range of spacial choices, which are appropriate to the intention of the work. Dance relationships should be evident.</p> <p>Understanding of dance structure and form should be seen through more complex sectioning and structure. Students can identify an example of a type of dance structure.</p> <p>Students use a range of choreographic devices and motifs are developed throughout their work.</p>	<p>Recall numerous examples of dance terminology and be able to provide examples of safe practice in dance. Linking knowledge to warming up and cooling down the body. Ability to provide examples of warm up and cool down activities.</p> <p>Ability to perform a phrase safely from beginning to end applying a range of physical skills consistently and confidently.</p> <p>Ability to perform phrases safely and securely using a relationship such as action and reaction, mirroring, complement and contrast.</p> <p>Clear communication of choreographic intention in addition to using a range of expressive skills.</p> <p>Ability to demonstrate commitment to improvement and is able to concentrate throughout a performance and lessons consistently.</p>

MASTERY

Topic	Choreography	Performance
Descriptor	<p>Recall numerous examples of choreography terminology giving clear and appropriate examples of how they can be used and applied to dance making in relation to the intention of the choreography.</p> <p>Action and dynamic content is interesting and creative and both help the audience to realise the intention of the work.</p> <p>Consistent and confident understanding of space is seen in by using a range of spatial choices, which are appropriate to the intention of the work. A range of dance relationships should be used in the work.</p> <p>Understanding of dance structure and form should be seen through complex sectioning and structure which links to the choreographic intentions. Students can explain 2 different dance structures.</p> <p>Students demonstrate confidence using range of choreographic devices and these help to demonstrate the intention of the work.</p>	<p>Recall numerous examples of dance terminology and be able to provide examples of safe practice in dance. Demonstrating the ability to self-correct and peer correct to ensure practice is safe and developing a range of skills.</p> <p>Ability apply a range of physical skills to different phrases and situations.</p> <p>Ability apply a range of technical skills to different phrases and situations.</p> <p>Application of facial expression and other skills to support choreographic intent.</p> <p>Student is able to provide creative ideas and work well in a group applying all four mental skills</p>

EXCEPTIONAL PERFORMANCE

Topic	Choreography	Performance
Descriptor	<p>Consistently and confidently recall of a full range of choreography terminology giving clear and appropriate examples of how they can be used and applied to dance making in relation to the intention of the choreography. Ability to explain the impact of this on the audience watching.</p> <p>Action and dynamic content are creative thought out and are well thought about. Intention of the dance idea is clear, and the use of dynamics add to the expressive quality of the work.</p> <p>Consistent and confident understanding of space is seen in by using a range of spatial choices, which are appropriate to the intention of the work. A range of dance relationships should be used creatively throughout to demonstrate choreographic intention.</p> <p>Understanding of dance structure and form should be seen through a relevant and well thought out structure which links to the intention of the work. There should also be evidence of the idea developing throughout the choreography. Students can explain a range of dance structures.</p> <p>Students confidently and consistently apply a range of choreographic devices effectively to demonstrate a clear intention in their work.</p>	<p>Recall of a full range dance terminology. Knowledge of key terms and definitions used confidently and accurately. Knowledge of safe practice is backed up by examples and students are able to provide a full ranges of reasons for warming up and cooling down.</p> <p>Demonstrating the full range of physical skills consistently and confidently whilst seeking out more challenging movement and actions</p> <p>Demonstrating the full range of technical skills consistently and confidently whilst seeking out different ways dynamics and relationships can show a theme.</p> <p>Demonstrating a full range of Expressive skills with an ability to discuss how he skills are being used to effectively create a choreographic intention, examples should be provided.</p> <p>Students consistently show memory, commitment, concentration and confidence when performing and learning new dances both as a solo and in a group.</p>