

Dance KS3 Assessment - SILVER

Year 9

Throughout Year 9 students develop 5 key core skills: (1) Knowledge & Understanding (2) Creativity (3) Performance (4) Evaluation and Analysis (5) Wider/Career skills. The schemes of work outlined below each provide the opportunity for the students to enhance and develop their ability of all the core skills throughout lessons.

Overview	Knowledge: What will they Learn? Intent (Aim)	Skills: Understanding - what will they be able to do? Impact (outcome)	Literacy - Key Terminology Impact (outcome)	Assessment
Autumn Term 1/2 and Spring Term 1 (6 week scheme, on the Performing Arts Carousel) Rosas Danst Rosas - a professional dance performance	Explore a professional piece of choreography - Students will learn about the structure of choreography in this new style of dance - Students will learn about the unique attributes and constituent features of the professional repertoire - Students will learn sections of choreography from Rosas Danst Rosas - Students will create their own duet choreography in the style of Anne Teresa de Keersmaeker	I can accurately identify most of the key constituent features of Rosas Danst Rosas I can accurately identify most of the key stylistic features of Rosas Danst Rosas I can accurately perform the chairs movement motif section of Rosas Danst Rosas with increasing confidence I can create my own movement motif duet with some examples of Anne Teresa de Keersmaeker's choreographic style I can accurately perform my own movement motif duet in the style of	Choreography Choreographer Repertoire Stylistic Features Pedestrian Minimalist Gestures Abstract Mechanical Grounded Constituent Features Structure Accompaniment Costume Lighting Set Props Staging Site Specific Movement Motif	Key vocabulary task /10 Creativity of duet choreography and performance /10 Accuracy of set choreography performance /10 Practical Assessment Feedback Response for Peer /Self / Teacher comments and targets /10

		Anne Teresa de Keersmaecker's choreography with increasing confidence and expression. I can give detailed peer and self assessment feedback with some key vocabulary and respond appropriately to teacher feedback.		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Assessment grades based upon the key core skills covered in practical and written tasks:			
	Above Expected	76% - 100%	31 - 40	
	Expected	66% - 75%	26 - 30	
	Below	41% - 65%	17 - 25	
	Cause for concern	0% - 40%	0 - 16	
Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Spring Term 2 / Summer Term 1/ 2 Performing Arts Project	Introduction to the Performing Arts Musical Project. To maintain confidence, enjoyment and further develop and showcase skills learnt in Dance, Drama and Music	All students: I will be able to identify some of the themes from the show and give examples. I will know who the main characters	All students: 1. Musical 2. Performance 3. Themes 4. Characters 5. Script	(1) Knowledge, Understanding and use of Key vocabulary in written work /15

	throughout KS3. To participate independently and responsibility in a professional setting in putting together a mini musical production. To prepare and rehearse set work within the chosen focused area, for the final performance. To demonstrate Wider/Career skills and professionalism to perform and participate in the production showcase within specific chosen area - (link to the Dance, Drama & Music GCSE specifications).	are in the show and be able to describe their character profiles. I will know the storyline from the show and be able to retell the story. I will be able to identify my strengths within the three performing arts subjects (Dance, Drama and Music) and select the most suitable role to highlight and develop my skills during this project. (Main character, ensemble including singing and dancing, design and technical team, musician) I will be able to offer evaluative comments using relevant key vocabulary for both peer and self reflection. I will be able to set relevant personal SMART targets focusing on reflection and progression. Cast: I will learn my lines for my scene by reading my script and practising at home. I will perform my character- from memory, using some facial expressions, body language and voice to reflect the character appropriately.	6. Ensemble 7. Costume 8. Set 9. Lighting 10. Sound 11. Creativity 12. Proxemics 13. Performance Etiquette 14. Teamwork 15. Communication Cast: 1. Physical Skills 2. Spatial awareness 3. Movement memory 4. Body Language 5. Facial Expression 6. Gesture 7. Eye Contact 8. Projection 9. Choreography 10. Dynamics 11. Vocal Skills 12. Pitch 13. Tempo 14. Tone 15. Projection 16. Diction 17. Accent 18. Dynamics	(2) Practical assessment including: Characterisation in performance Costume / Set designs Lighting / Sound designs Dance skills in performance Singing Skills in performance Instrumental skills in performance /20 marks (3) Wider Skills & ATL /5 marks
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		I will know the choreography from learning it in class, rehearsing and watching back the videos and practising at home. I will be able to dance with movement memory, some accuracy, dynamics, appropriate physical and expressive skills. I will know the songs by listening and following the song sheet. I will be able to sing back the songs with security - from memory, some accuracy, in tune, projecting, adding some expression. I will be able to follow directions to improve my performance. Technical/Design: I will follow all the guidance given on how to create a design and upload all of the design work (costume / set). I will follow all the guidance given on how to create a design and upload all of the technical work (lighting / music). Band: I will know the music to play by listening and reading the specific Instrumental part. I will be able to play my part with some accuracy, follow performance directions and show some ensemble awareness	19. Emphasis 20. Performance Directions Technical/Design: 1. Material 2. Texture 3. Colour 4. Make-up 5. Backdrop 6. Props 7. Furniture 8. Lights 9. Gels 10. Spots 11. Fresnel 12. Profile 13. Lighting rig 14. Cue Sheet 15. Sound effects Band 1. Accuracy 2. Dynamics 3. Ensemble awareness 4. Tempo (BPM) 5. Vamp 6. Tutti 7. Accompaniment 8. Key signature (Sharps/flats/naturals)	
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			9. Note values (crotchet, quaver etc) 10. Performance Directions													
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