

Dance KS3 Assessment - SILVER

Year 8

Throughout Year 8 Dance, students develop 5 key core skills:

(1) Knowledge and Understanding, (2) Creativity, (3) Performance, (4) Evaluation and Analysis, (5) Wider/Career skills.

The schemes of work outlined below each provide the students the opportunity to enhance and develop their ability of all core skills.

Overview	Knowledge: What will they Learn? Intent (Aim)	Skills: Understanding - what will they be able to do? Impact (Outcome)	Literacy - Key Terminology	Assessment
Autumn Term Motif Development within Matthew Bourne's Nutcracker	What is a motif and how can they be developed in choreography? - Students will learn how to analyse two set routines from Matthew Bourne's Nutcracker, including The Gobstoppers and Marshmallows. - Students will learn how to recognise a motif.	- I can identify some motifs in the set repertoire. - I can create relevant and interesting motifs that link to the stimulus with growing confidence. - I can create choreography with links to the appropriate style and stimulus, with some transitions. - I can perform my choreography with growing	- Motif - Motif Development - Transitions - Stimulus - Characterisation - Action - Space - Dynamics - Relationships - Performance - Repertoire	(1) Written assessment with examples of key vocabulary /10 (2) Use of motif development in choreography task /10 (3) Performance of choreography with expressive skills /10

	• Students will learn how to choreograph their own motifs. • Students will develop their choreographic technical abilities by creating a piece of choreography, using either The Gobstoppers or Marshmallows as a stimulus, including motif development and transitions. • Students will continue to develop their self and peer assessment feedback abilities.	confidence, accurately and expressive skills. • I can work well with others to successfully build my wider skills and improve my confidence. • I can give detailed self and peer assessment feedback, with some key vocabulary in my sentences, and set targets to improve for the future, with some understanding of how those targets can be achieved. • I can write a detailed response to my teacher's feedback with some relevant examples of how I can apply my target.		(4) Self assessment, peer evaluation & response to teacher assessment /5 (5) Collaboration and group work /5 Total /40
--	---	--	--	---

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? Intent (Aim)	Skills: Understanding - what will they be able to do? Impact (Outcome)	Literacy - Key Terminology	Assessment
Spring Term Characterisation through Matilda the Musical	How to demonstrate clear characterisation in Dance - Students will learn how to identify characterisation in performances. - Students will learn how to use characterisation techniques in performances. - Students will learn a section of choreography from 'Revolting Children' and apply characterisation	- I have good knowledge and understanding of characterisation and can give some relevant and accurate examples. - I can learn a section of choreography to the song 'Revolting Children' with growing confidence and accuracy. - I can perform choreography to the song 'Revolting	- Characterisation - Performance - Facial Expressions - Gestures - Dynamics - Body language - Levels - Timing - Accuracy - Character	(1) Written assessment with examples of key vocabulary /10 (2) Creativity of character profile /10 (3) Performance of choreography /10

	techniques that are relevant to their character profile. Students will continue to develop their self and peer assessment feedback abilities.	Children' with some characterisation that is relevant to my character profile, and with growing confidence and accuracy. - I can give detailed self and peer assessment feedback, with some key vocabulary in my sentences, and set targets to improve for the future, with some understanding of how those targets can be achieved. - I can write a detailed response to my teacher's feedback with some relevant examples of how I can apply my target.		(4) Self assessment, peer evaluation & response to teacher assessment /10 Total /40									
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: <table><tr><td>Above Expected</td><td>76% - 100%</td><td>31 - 40</td></tr><tr><td>Expected</td><td>66% - 75%</td><td>26 - 30</td></tr><tr><td>Below</td><td>41% - 65%</td><td>17 - 25</td></tr></table>				Above Expected	76% - 100%	31 - 40	Expected	66% - 75%	26 - 30	Below	41% - 65%	17 - 25
Above Expected	76% - 100%	31 - 40											
Expected	66% - 75%	26 - 30											
Below	41% - 65%	17 - 25											

	<table><tr><td>Cause for concern</td><td>0% - 40%</td><td>0 - 16</td></tr></table>			Cause for concern	0% - 40%	0 - 16		
Cause for concern	0% - 40%	0 - 16						
Overview	Knowledge: What will they Learn? Intent (Aim)	Skills: Understanding - what will they be able to do? Impact (Outcome)	Literacy - Key Terminology	Assessment				
Summer Term Storytelling through Dance using Stimulus	Choreographic Techniques: - Students will learn what is a stimulus - Students will learn how to choreograph in response to a stimulus, using a theme based stimulus. - Students will learn new choreographic techniques such as freeze frames, and transitions. - Students will continue to develop their choreographic element skills. - Students will continue to develop their performance skills.	- I have an understanding of different types of stimuli and can give considered examples. - I can use freeze frames and dance transitions to create relevant choreography that tells a story with some links to the given stimulus. - I can choreograph using choreographic elements to develop the story linking to the stimulus with growing confidence and detail. - I can perform choreography created in my group to an audience with growing confidence and expressive skills.	- Actions - Space - Dynamics - Relationships - Stimulus - Transitions - Characterisation - Freeze frames - Choreography - Facial expression - Body language - Expressive skills - Repertoire	(1) Written key vocabulary assessment /10 (2) Creativity of choreography and link to stimulus/10 (3) Performance of choreography with expressive skills /10 (4) Self assessment, peer evaluation & response to teacher assessment /5 (5) Collaboration within peer group /5				

	Students will continue to develop their self and peer assessment feedback abilities.	- I can give detailed self and peer assessment feedback, with some key vocabulary in my sentences, and set targets to improve for the future, with some understanding of how those targets can be achieved. - I can write a detailed response to my teacher's feedback with some relevant examples of how I can apply my target.														
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: <table><tr><td>Above Expected</td><td>76% - 100%</td><td>31 - 40</td></tr><tr><td>Expected</td><td>66% - 75%</td><td>26 - 30</td></tr><tr><td>Below</td><td>41% - 65%</td><td>17 - 25</td></tr><tr><td>Cause for concern</td><td>0% - 40%</td><td>0 - 16</td></tr></table>				Above Expected	76% - 100%	31 - 40	Expected	66% - 75%	26 - 30	Below	41% - 65%	17 - 25	Cause for concern	0% - 40%	0 - 16
Above Expected	76% - 100%	31 - 40														
Expected	66% - 75%	26 - 30														
Below	41% - 65%	17 - 25														
Cause for concern	0% - 40%	0 - 16														