

	<p>By the end of KS3, pupils will know:</p> <ul style="list-style-type: none">• The Pupils will apply a combination of physical skills such as accuracy, coordination, posture, stamina, flexibility and strength within the foundational elements of Dance.• Have a good understanding of the key choreographic devices and how to apply them within the specific styles of dance• Work effectively individually, in small groups or larger groups to create your own ideas into developed, well structured motifs• Recognise that dance can be in various styles with different staging types.• Apply correct and safe technique when taking part in physical dance and contact work and the importance of following rules to keep each other safe.• Identify the main aspects of a good performance and what makes it good and explain the reasoning.• Lead appropriate tasks individually and as part of a varied group.• Identify the main aspects of your own and others' performance skills that are good and explain the reasoning behind this.• Recognise weaknesses in your own and others performance and suggest how a performance could be improved.• To have a sound understanding of the foundational knowledge needed to perform a piece of dance			
	Creating	Performing	Evaluate	Personal Development: Relationships (emotional, social and cultural development): Acquire
Year 9 Greater Depth	<p>Can independently and imaginatively respond in a highly creative way to a variety of given stimuli.</p> <p>Can demonstrate their knowledge of basic dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions, contact work, motif development.</p> <p>Can develop more complex phrases giving a clear essence of the genre and the themes they want to show to the audience.</p> <p>Can cooperate with others and rehearse with purpose.</p>	<p>Can apply a highly developed level and range of performance skills with increasing challenge and demonstrate excellent movement memory while independently and confidently performing developed dance phrases from a stimulus with accuracy in action, space, dynamics and timing.</p>	<p>Can articulate important elements of professional dance works in great detail.</p> <p>Can support their ideas with clear examples relevant to the themes and intentions of the choreographer and discuss a range of key features within the piece.</p> <p>Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been at work.</p> <p>Can justify their critique with reasoning and use appropriate dancing vocabulary.</p>	<p>Pupils build resilience through feedback and responding to feedback, trial and error.</p> <p>Pupils self reflect on their feedback in dance performance which gain insight into their emotional responses and growth.</p> <p>Pupils can show strong teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work.</p> <p>Pupils promote skills in communication, cooperation, and empathy as they coordinate and collaborate with their peers.</p> <p>Pupils explore various dance styles and cultural traditions and understand inclusivity.</p> <p>Pupils understand that studying dance forms from around the world broadens their perspectives and fosters a global outlook.</p> <p>Pupils can confidently perform a developed piece in front of an audience or in class which builds self-confidence.</p> <p>Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others.</p> <p>Pupils can confidently take on leadership roles within their groups, such as leading warm-ups, choreographing motifs and developing ideas.</p> <p>Pupils can set and achieve fitness goals, which contributes to their overall health and well-being.</p>
	Demonstrate excellent knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 9 Expect ed Year 8 Greater Depth	<p>Can respond creatively to a given stimulus,</p> <p>Can create more developed phrases using a range of choreographic devices within their work demonstrating their understanding and the genre of dance.</p> <p>Can demonstrate their knowledge of dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions, contact work, motif development.</p>	<p>Can perform independently and confidently with more detailed and developed dance phrases in a given stimulus in action, space, dynamics and timing, demonstrating good movement memory and applying appropriate performance skills of coordination, balance, energy, focus and extension with increase of challenge.</p>	<p>Can describe key moments in a range of professional dance works using dance terms and give some examples to support.</p> <p>Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been using some dance terminology to identify key strengths or areas for improvement.</p> <p>Can confidently make improvement from feedback.</p>	<p>Pupils can understand that Dance requires regular practice and physical conditioning.</p> <p>Pupils can build resilience through feedback and responding to feedback.</p> <p>Pupils can self reflect on their feedback in dance performance which gain insight into their emotional responses and growth.</p> <p>Pupils can show strong teamwork and collaboration, dance requires working closely with others, whether in group</p>

	<p>Can develop more detailed phrases giving a clear understanding of the genre.</p> <p>Can work independently and imaginatively responding in a highly creative way to a variety of given stimuli.</p> <p>Can work supportively in rehearsals with focus, and lead others.</p>	Can cooperate and perform with others and rehearse with focus.	Can support their ideas with clear examples relevant to the genre.	<p> routines or partner work.</p> <p>Pupils foster skills in communication, cooperation, and empathy as they learn how to coordinate and collaborate with their peers.</p> <p>Pupils explore various dance styles and cultural traditions and understand inclusivity.</p> <p>Pupils understand that studying dance forms from around the world broadens their perspectives and fosters a global outlook.</p> <p>Pupils can confidently perform in front of an audience or in class which builds self-confidence.</p> <p>Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others.</p> <p>Pupils can take on leadership roles within their groups, such as leading warm-ups, choreographing motifs and developing ideas.</p> <p>They learn to set and achieve fitness goals, which contributes to their overall health and well-being.</p>
	Demonstrate knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
<p>Year 8 Expect ed</p> <p>Year 7 Greater Depth</p>	<p>Can independently respond creatively to a given stimulus and themes within the professional work.</p> <p>Can create more appropriate and developed phrases of movement for longer.</p> <p>Can demonstrate a range of elements within their work demonstrating their understanding of choreography devices and the genre of dance.</p> <p>Can cooperate with others and rehearse with focus.</p> <p>Can demonstrate their knowledge of dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions.</p>	<p>Can perform independently more detailed dance motifs in a given stimulus with accuracy in action, space, dynamics and timing demonstrating good movement memory and applying appropriate performance skills of coordination, balance, energy, focus and extension with increase of challenge.</p> <p>Can perform with others and rehearse with focus.</p> <p>Can be self-disciplined in rehearsals, and be able to lead others.</p>	<p>Can describe key moments in a range of professional dance works using basic dance terms and give some examples to support, they may be able to link to the genre.</p> <p>Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been using some dance terminology to identify key strengths or areas for improvement.</p> <p>Can respond to feedback in an appropriate way.</p> <p>Can demonstrate what they think and why they think it, forming an opinion.</p> <p>Can support their ideas with clear examples.</p>	<p>Pupils often understand that Dance requires regular practice and physical conditioning.</p> <p>Pupils start to build resilience through feedback and responding to feedback.</p> <p>Pupils can self reflect on their feedback in dance performance which gain insight into their emotional responses and growth.</p> <p>Pupils can show good teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work.</p> <p>Pupils foster skills in communication, cooperation, and empathy as they learn how to coordinate and collaborate with their peers.</p> <p>Pupils can explore various dance styles and cultural traditions.</p> <p>Pupils can perform in front of an audience or in class which builds self-confidence.</p> <p>Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others.</p> <p>Pupils can take on leadership roles within their groups, such as leading warm-ups or choreographing motifs.</p>
	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.			
<p>Year 7 Expect ed</p>	<p>Can respond creatively to a given stimulus.</p> <p>Can create motifs using a range of elements within their work demonstrating their understanding of choreography devices.</p> <p>Can create motifs in various genres.</p>	<p>Can perform in pairs or small groups simple dance motifs with accuracy in action, space and timing demonstrating good movement memory and applying appropriate performance skills of coordination and balance.</p> <p>Can cooperate with others and rehearse with focus.</p>	<p>Can describe key moments in professional dance works using basic dance terms and give some examples to support.</p> <p>Can provide constructive comments to their peers, and self-reflect using key terminology.</p> <p>They will be able to be self-reflective and identify key strengths and areas for improvement in their work.</p> <p>Can respond to feedback.</p>	<p>Pupils can often self reflect on their feedback in dance performance which gain insight into their emotional responses and growth.</p> <p>Pupils can often show good teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work.</p> <p>Pupils foster skills in communication, cooperation, and empathy as they begin to learn how to coordinate and collaborate with their peers.</p> <p>Pupils can often explore various dance styles and cultural traditions.</p>

