

Year/Grade			DANCE PROGRESS MAP: Learning and Assessment Objectives		
Y7	Y8	Y9	Performance	Choreography	Analysing and Evaluating
		9	I can perform to an outstanding standard using all areas required. Technical skills such as flexibility, balance, strength and core should be evident. Expressive skills such as focus, musicality and engagement with the audience should be apparent. The performance should be flawless and completely engaging.	I can choreograph a full length dance as an individual or within a group showing a highly creative theme that has followed a stimulus. The dance has complex choreographic devices that shows unity, contrast, repetition and a climax. Motifs should be linked in an inspired and original manner.	I can analyse in detail the effectiveness of dance components, characteristics and dance terminology. Communicating detailed knowledge of dance styles. Evaluate own work by demonstrating an understanding of dance practice, composition and fitness components and how they impact on the effectiveness of a performance.
	9	8	I can perform with confidence showing a high understanding of technical ability and expressive quality in their performance communicating a sense of performance energy to the audience. This should be sustained throughout. Confidence should be exceptional whilst performing.	I can choreograph a full length dance as an individual or within a group showing a good response to a stimulus with a multi-layered structure. Motifs should be evident and developed in at least 3 different ways. Choreographic devices should be clear with a wide range of complex dance components	I can critically analyse and evaluate individual work as well as peers, demonstrating a clear understanding of how fundamental dance principles impact on performance and choreography. Have an understanding of constituent features used within dance works.
9	8	7	I can perform consistently either individually or within a group using performance & technical skills such as focus, flexibility, strength and co-ordination. A certain element of confidence should be evident throughout the entire dance.	I can choreograph a full length dance using a theme or stimulus that includes a variety of complex choreographic devices such as canon, unison, contact and accumulation. Actions, dynamics and space have been thought out carefully to match the stimulus. The use of a motif should be evident.	I Can use feedback efficiently to improve dance performance and structure. High communication skills are used to collaborate with peers and knowing which specific areas are needing improvement. Knowledge of key areas within the dance style should be evident.
8	7	6	I can show sustained evidence of a range of technical skills and expressive skills throughout building on performance within a group or duet. The ability to work sensitively with others should be evident. The performance should be fluent and engaging.	I can use choreography skills to build the structure of a whole dance including beginning, middle and end. It should show a variety of choreographic devices and a motif as well as complex actions and some dynamics such as travel sequences, contact work and floor work.	I can take ownership and lead the group in making evaluative decisions on how to productively improve the dance. Using communication skills effectively with your peers. Have an understanding of certain components used for dance.
7	6	5	I can demonstrate the use of several technical and expressive skills throughout the dance, flexibility, focus, musicality, co-ordination and core stability should be visible and sustained. The performance should be fluent from start to finish.	I can demonstrate how a motif has been used and is clear through development such as repetition. Musicality is used to help structure the dance. Transitions are clear and travelling, dynamics and a variety of actions are used.	I can use feedback to help peers understand weak areas and areas in which they are meeting the success criteria. Analyse how ideas are communicated through dance and use to discuss own and others work.
6	5	4	I can demonstrate a level of confidence throughout showing good expressive skills whilst performing in front of others. Technical skills are varied and used well throughout showing a clear understanding of control and core stability. The pupil should have the ability to perform as a soloist or in a group	I can show an understanding of how to use a motif within a dance to show a theme or a specific structure. An attempt at developing the motif has been made within the dance. A variety of actions, dynamics and use of space are clear and evident at most points within the dance.	I can have an understanding of the main characteristics in dance and dance styles to help with giving clear feedback and evaluating how to improve own work. Provide explanations of dance components and how these are used to improve dances in a solo or in a group.
5	4	3	I can perform accurately throughout showing both technical and expressive skills such as good focus and	I can demonstrate the use of some actions and space. Relationships have been attempted through some	I can use basic dance terminology to help analyse and evaluate individual work as well as others. Provide some solutions as to how work can be improved.

			musicality. The performance has a good flow and shows some confidence.	contact. There should be at least 3 choreographic devices that are evident.	
4	3	2	I can perform accurately from beginning to end remembering most movements and transitions demonstrating the use of at least 2 or 3 technical and expressive skills.	I can create a dance using at least 2 choreographic devices such as unison, canon or repetition and some different actions for creativity.	I can recall information regarding different styles and topics of dance. Using the information to form a structure for evaluating own work and others.
3	2	1	I can display at least one technical and expressive skill such as focus, musicality, co-ordination or strength.	I can have an understanding of what choreographic devices are and how to include them into a dance to add interest such as unison and canon.	I can identify an area in which others need to improve and feedback. Understand the 6 basic actions used in dance.
2	1		I can remember and perform most of a dance phrase showing some co-ordination and control. Some focus is evident.	I can create a dance phrase linking movements together. The dance should have a beginning and an end.	I can communicate with a partner or peers on a WWW and EBI to work out what can be improved within the dance.
1			I can make an attempt to perform a basic action skill such as a travel and a jump.	I can attempt to link basic action movements together so they flow to music.	I can identify at least one area that I need to improve in my dance.