

Year 7 - KS3 – Assessment Criteria

KS3 Dance	Developing	Secure	Advanced	Exceptional
Choreography	Participates in group work, mainly led by others. Listens relatively well and occasionally contributes restricted ideas for how to develop the dance. Can make suggestions showing a restricted understanding of the use of space, dynamics, relationships and actions.	On task, consistent and positive group member, who can share ideas for how to develop the dance, including a good variety of choreographic devices and use of structure. Shows a consistent understanding of how space, dynamics, relationships and actions are used to create meaning.	Reliable and enthusiastic group member who always shares inventive ideas on how to develop the dance. Always able to extend ideas and make reference to a variety of dance stimulus. Contributes inventive and practical suggestions of how space, dynamics, relationships and actions are used to create meaning.	Creates an imaginative choreography for self and others. Shows in depth understanding of choreographic devices, structure and spatial design. Creates a complex and creative choreography which clearly links to the stimulus. Able to research a variety of stimuli and clearly connect movement material to show these ideas effectively.
Performing	Performs some basic dance actions but is restricted as struggles with movement memory. Can work in an ensemble and occasionally shares basic ideas. Helps to create simplistic meanings which attempt to engage an audience, with lapses in concentration, focus and technical ability.	Can perform the dance with consistent use of confidence and technical ability. Listens well in a group and can share/listen to ideas. Helps to create meaning which engages an audience for the majority of a performance, with minor lapses in concentration (due to confidence), focus and consistent use of technical ability.	Can clearly communicate a sense of performance energy and can show an inventive interpretation of the mood, meaning and style of the dance with very good technical ability. Uses movement to create meaning in a way which maintains audience attention. Works well in a group and can create a relationship onstage with other dancers.	Can communicate a completely engaging performance, imaginatively interpreting the mood, meaning and style with consistently excellent technical ability. Uses movement to create a clear meaning in a way which engages and delights the audience. Leads group work and creates an excellent relationship onstage with other dancers.
Evaluating	Can give a restricted response to live/professional performance with occasional use of the odd subject specific terminology, only when supported by peers or the teacher. Verbal response stronger than written with some reference to an aspect of the success criteria.	Consistent ability to analyse, evaluate and articulate a response to live/professional performance with good use of subject specific terminology. Verbal or written response with evidence of reflection and reference to success criteria.	Able to analyse, evaluate and articulate a response to live/professional performance which shows a clear understanding of subject specific terminology. Verbal or written response with a variety of evidence to clearly show independent learning, and clearly references the success criteria.	Able to analyse, evaluate and fully articulate an imaginative response to live/professional performances which shows an excellent grasp of subject specific terminology. Insightful and detailed verbal or written response with evidence of imaginative independent learning and/or prior knowledge beyond success criteria.