

Year 9 – Assessment Criteria

KS3 Dance	Developing	Secure	Advanced	Exceptional
Choreography	Limited participation in group work, more led by others. Listens well and occasionally contributes ideas for how to develop the dance. Can make suggestions for space, dynamics, relationships and actions.	Maintains sound engagement and a positive group member who can share ideas for how to develop the dance, including some choreographic devices and structure. Often shows understanding of how space, dynamics, relationships and actions are used to create meaning.	Highly developed group member who always shares ideas on how to develop the dance. Always able to extend ideas and make reference to dance stimulus. Contributes creative and practical suggestions of how space, dynamics, relationships and actions are used to create meaning.	Exceptional ability to create original and exciting choreography for self and others. Shows understanding of choreographic devices, structure and spatial design. Creates complex choreography which clearly links to the stimulus. Able to research a variety of stimuli.
Performing	Limited use of basic dance actions and struggles with movement memory. Can work in an ensemble and occasionally share ideas. Helps to create meaning which engages an audience for a limited amount of time within a performance, with lapses in concentration, focus and limited demonstration of technical ability.	Can perform the dance with good confidence and sustained technical ability. Listens well in a group and can share ideas. Helps to create sound performance meaning which engages an audience, with minor lapses in concentration, focus or technical ability.	Can communicate a developed sense of performance energy and can show highly developed interpretation of the mood, meaning and style of the dance with very good technical ability. Uses movement to create meaning in a way which sustains audience attention. Works well in a group and can create a relationship onstage with other dancers.	Exceptional ability to create a completely engaging performance, sensitively interpreting the mood, meaning and style with excellent technical ability. Uses movement to create meaning in a way which engages and delights the audience. Leads group work and creates a relationship onstage with other dancers.
Evaluating	Can sometimes articulate a limited response to live/professional performance with occasional use of subject specific terminology, especially when supported by peers or teacher. Verbal response stronger than written with some reference to an element of the success criteria.	Sound ability to analyse, evaluate and articulate a response to live/professional performance with occasional 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 highly developed understanding of some subject specific terminology. Verbal or written response with evidence of independent learning and reference to success criteria.	Exceptional ability to analyse, evaluate and fully articulate a response to live/professional performance which shows an in depth grasp of subject specific terminology. Insightful and detailed verbal or written response with evidence of independent learning and/or prior knowledge beyond success criteria.