

Dance

	Knowledge			SKILLS		
	Dance styles	Safe dance practice	Professional works	Creating	Performing	Evaluating
R1	I can list different dance styles by name.	I can understand what the correct equipment/ kit is for dance and use it in lessons.	I can state the name and dance style of a professional work	I can identify actions that can be used in choreography. Such as turn, jump, roll, gesture etc.	I can memorise a short phrase of movement. Performing with in a group so able to copy.	I can identify use of correct actions in a peer performance.
R2	I can understand the components of one dance style. Looking at use of actions, costume, formations and music.	I can understand the reasons for warming up at the start of a dance lesson. Also I can participate in an appropriate manner.	I can describe and discuss the professional work. Looking at actions, costume, style and character.	I can explore and combine actions and formations to create a short phrase.	I can explore the use of different relationships when performing. In particular the use of canon and unison.	I can identify either strengths or weaknesses in a peer performance.
R3	I can understand and compare the differences between multiple styles. Discussing with a group and giving examples or evidence to support the discussion.	I can select appropriate stretches to use during a warm up.	I can explain the stimulus used in a professional work and give example for how the audience can see it within the dance.	I can select appropriate actions and use of space when choreographing a group dance. I can define and use unison and canon in my work.	I can understand the use of control and coordination in a performance. I will start to apply these skills.	I can discuss both strengths and weaknesses in a peer performance.

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F1	I can demonstrate understanding of the style through selection of actions and dynamics when choreographing. I can also demonstrate understanding of the style when evaluating peer work.	I can apply the knowledge of warming up to lead and demonstrate a set warm up.	I can use action content and the stimulus from a professional work to develop my own choreography.	I can use action, space and dynamics to choreograph short motifs that can be used in larger group work.	I can demonstrate precision, control and fluency when performing.	I can begin to implement the feedback received in class to expand and develop their work. This will be in the form of both individual and group feedback.
F2	I can examine how different styles of dance can be used to show different emotions and themes. I will begin to apply this to my own work.	I can apply knowledge of suitable stretches for arm and leg muscles to fit the main activity.	I can interpret the use of basic feature of the dance piece. This will include the following: costume, lighting and set design.	I can organise actions, movements and ideas to suit the task/ music/ theme.	I can implement basic dance skills such as balance, flexibility and timing when appropriate to the piece.	I can examine and discuss others use of basic dance skills such as movement memory, balance, flexibility and stamina using the correct dance vocabulary.

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F3	I can compare and contrast different styles of dance explaining the key features and expressing an opinion about the style.	I can examine how effective their warm up has been at preparing them both mentally and physically for the lesson.	I can examine the use of costume to show gender, theme or style of dance. I can discuss with others and give evidence for their explanation.	I can work independently on a motif/ choreographic process, experimenting and developing ideas.	I can organise myself to be ready for a performance through effective use of rehearsal time.	I can compare and contrast the differences between my own work and others, suggesting improvements. This will include both the way it has been performed and the material that was performed.
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A1	I can experiment with different styles of dance to show a theme or starting point. Also I can argue or defend my choice of style.	I can select the appropriate safety technique for lifting / supporting others when designing my own contact work.	I can critique a professional work looking at the strength and weaknesses of the performance. Also I can discuss how I can apply it to my own work.	I can critique their own work. This critiquing will be used to develop my choreography.	I can take on different roles within an activity, showing an ability to organise and communicate effectively. Which in turn will support myself and others during a performance.	I can judge the success of a performance based on both the choreography and the dancers used. Looking at both physical and expressive skills.
A2	I can select an appropriate dance style to use for choreography. This will include being able to apply the appropriate use of action content.	I can discuss and explain how exercise affects the body, and why regular, safe activity is good for my health.	I can argue and defend my critique of a performance. This will be through the use or planning and research and using oracy.	I can select and use basic choreographic devices to develop a motif. These will include: adding actions, repetition, use of space and fragmentation.	I can perform techniques and ideas that express comic, dramatic or abstract ideas. This has been done through creating material to entertain audiences.	I can formulate an opinion about a professional or student piece of work that is supported by evidence from the piece.
A3	I can design and develop a piece of choreography that can show the style of dance through the use of action, space and dynamics.	I can design a healthy meal and exercise routine for a person of my age. Applying the knowledge I have researched.	I can design and assemble a piece of dance that represents the professional work with three clear links. These can include style, costume, action content, dance idea or character.	I can design and assemble a well-structured piece of choreography. This will include a range of choreographic devices, action content, use of space and use of dynamics.	I can combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar contexts, applying them to a dance appropriately.	I can create a plan that identifies personal areas of weakness and plans how to improve in these areas using long term targets.

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