



Christ's College Guildford



SUBJECT: Dance Year 7 Pathways

Year 7	2-3 Pathway	4-6 Pathway	7-9 Pathway
<p>Greater Depth (GDS)</p>	<p>Students can create choreography and sometimes demonstrate a creative approach to tasks. Students can work in a team to create a motif and can strengthen this motif by developing their use of formations, levels and dynamics. (Choreography).</p> <p>Students can analyse the actions and dynamics of their peers' work with some accuracy. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with some accurate use of subject specific terminology. (Critical analysis).</p> <p>Students can demonstrate or define the following performance skills: <u>Physical skills</u>- extension, balance. <u>Expressive skills</u>- focus, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence. These performance skills are sometimes demonstrated physically in rehearsal and performances to an audience. Students often perform in front of an audience with encouragement.</p>	<p>Students can create choreography and consistently demonstrate a creative approach to tasks with some confidence. Students can work in a team to create a motif and can accurately and successfully strengthen this motif by developing their use of formations, levels, dynamics and mirroring. (Choreography).</p> <p>Students can analyse the actions and dynamics of their peers' work with lots of creativity and some accuracy. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with accurate use of subject specific terminology and sometimes providing specific examples from the performance. (Critical analysis).</p> <p>Students can successfully demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance, coordination. <u>Expressive skills</u>- focus, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment. These performance skills are demonstrated physically with consistency in both rehearsal and performances to an audience. Students consistently perform in</p>	<p>Students can create choreography independently and consistently demonstrate a highly creative and confident approach to tasks. Students can work independently to create a motif and can accurately and successfully strengthen this motif by developing their use of formations, pathways, transitions and fragmentation alongside other, more simple, choreographic devices. (Choreography).</p> <p>Students can creatively and accurately analyse the actions, dynamics and characterisation of their peers' work and provide sophisticated and detailed feedback. Students can confidently and thoughtfully discuss their opinions of their peers' work providing positive feedback and constructive criticism with accurate use of subject specific terminology and specific examples from the performance. (Critical analysis).</p> <p>Students can successfully and confidently demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance, coordination. <u>Expressive skills</u>- focus, facial expression, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment.</p>



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	(Performance).	front of an audience. (Performance).	These performance skills are demonstrated physically with consistency in both rehearsal and performances to an audience. Students perform willingly in front of an audience and are strong team leaders within collaborative tasks. (Performance).
Expected Standard (EXS)	<p>Students can create choreography and sometimes demonstrate a creative approach to tasks. Students can work in a team to create a motif and can strengthen this motif by developing their use of levels and dynamics. (Choreography).</p> <p>Students can analyse the actions of their peers' work with some accuracy. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with attempts to use subject specific terminology. (Critical analysis).</p> <p>Students can demonstrate or define the following performance skills: <u>Physical skills</u>- extension, balance. <u>Expressive skills</u>- focus, spatial awareness. <u>Technical skills</u>- dynamics, 5 basic body actions. <u>Mental skills</u>- confidence. These performance skills are sometimes demonstrated physically in rehearsal and performances to an audience.</p>	<p>Students can create choreography and often demonstrate a creative approach to tasks with some confidence. Students can work in a team to create a motif and can successfully strengthen this motif by developing their use of formations, levels, dynamics and mirroring. (Choreography).</p> <p>Students can analyse the actions and dynamics of their peers' work with moderate creativity and some accuracy. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with accurate use of subject specific terminology and sometimes providing examples from the performance. (Critical analysis).</p> <p>Students can successfully demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance, coordination. <u>Expressive skills</u>- focus, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment. These performance skills are demonstrated</p>	<p>Students can create choreography, mostly independently, and often demonstrate a highly creative and confident approach to tasks. Students can work independently to create a motif and can accurately strengthen this motif by developing their use of formations, pathways, transitions and fragmentation alongside other, more simple, choreographic devices with lots of success. (Choreography).</p> <p>Students can accurately analyse the actions, dynamics and characterisation of their peers' work with lots of creativity and provide sophisticated and detailed feedback. Students can confidently discuss their opinions of their peers' work providing positive feedback and constructive criticism with accurate use of subject specific terminology and often providing specific examples from the performance. (Critical analysis).</p> <p>Students can successfully and confidently demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance, coordination.</p>



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	<p>Students sometimes perform in front of an audience with encouragement. (Performance).</p>	<p>physically with consistency in both rehearsal and performances to an audience. Students consistently perform in front of an audience. (Performance).</p>	<p><u>Expressive skills</u>- focus, facial expression, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment. These performance skills are demonstrated physically with consistency in both rehearsal and performances to an audience. Students perform in front of an audience and are good team leaders within collaborative tasks. (Performance)</p>
<p>Working Towards (WTS)</p>	<p>Students can create choreography. Students can work in a team to create a motif and can strengthen this motif by developing their use of levels and dynamics. (Choreography).</p> <p>Students can analyse the actions of their peers' work. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with attempts to use subject specific terminology. (Critical analysis).</p> <p>Students can demonstrate or define the following performance skills: <u>Physical skills</u>- extension. <u>Expressive skills</u>- spatial awareness. <u>Technical skills</u>- 5 basic body actions. <u>Mental skills</u>- confidence. These performance skills are sometimes demonstrated physically in rehearsal.</p>	<p>Students can create choreography and sometimes demonstrate a creative approach to tasks with some confidence. Students can work in a team to create a motif and can successfully strengthen this motif by developing their use of formations, levels, dynamics and mirroring. (Choreography).</p> <p>Students can analyse the actions and dynamics of their peers' work with some creativity and some accuracy. Students can provide feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with some accurate use of subject specific terminology and sometimes providing examples from the performance. (Critical analysis).</p> <p>Students can demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance.</p>	<p>Students can create choreography, with a great deal of independence, and demonstrate a creative and confident approach to tasks. Students can work independently to create a motif and can accurately strengthen this motif by developing their use of formations, pathways, transitions and fragmentation alongside other, more simple, choreographic devices with some success. (Choreography).</p> <p>Students can analyse the actions, dynamics and characterisation of their peers' work with lots of creativity and some accuracy. Students can provide detailed feedback. Students can discuss their opinions of their peers' work providing positive feedback and constructive criticism with accurate use of subject specific terminology and sometimes providing specific examples from the performance. (Critical analysis).</p>



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	<p>Students sometimes perform in front of an audience with encouragement. (Performance).</p>	<p><u>Expressive skills</u>- focus, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment. These performance skills are demonstrated physically in both rehearsal and most performances to an audience. Students consistently perform in front of an audience. (Performance).</p>	<p>Students can successfully demonstrate and define the following performance skills: <u>Physical skills</u>- extension, balance, coordination. <u>Expressive skills</u>- focus, facial expression, spatial awareness. <u>Technical skills</u>- dynamics, mirroring, 5 basic body actions. <u>Mental skills</u>- confidence, commitment. These performance skills are demonstrated physically with consistency in both rehearsal and performances to an audience. Students perform in front of an audience and are often team leaders within collaborative tasks. (Performance).</p>
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