



Christ's College Guildford



SUBJECT: Dance Year 8 Pathways

Year 8	2-3 Pathway	4-6 Pathway	7-9 Pathway
<p>Greater Depth (GDS)</p>	<p>Students can use the choreographic process with specific guidance. Students can respond to a stimulus in order to create a motif with some creativity. Students can develop their motif by using repetition, or retrograde. Students can define these choreographic devices both verbally and sometimes in writing. (Choreography).</p> <p>Students can analyse the links between key simple constituent features of dance and the stimulus of their peers' performances. This analysis can be demonstrated verbally and sometimes in writing. (Critical analysis).</p> <p>Students can demonstrate and/or define the following performance skills: <u>Physical skills</u>- strength <u>Technical skills</u>- contact <u>Expressive skills</u>- focus <u>Mental skills</u>- movement memory. Students can perform with simple stylistic accuracy for a dance style such as Hip-Hop or Contemporary Dance. These performance skills are demonstrated physically in most rehearsals and some performances to an audience. Students sometimes perform in front of an audience.</p>	<p>Students can successfully use the choreographic process with some guidance. Students can respond to a stimulus in order to create a motif with some creativity. Students can develop their motif by using fragmentation, repetition and retrograde. Students can define and give examples of these choreographic devices both verbally and in writing. (Choreography).</p> <p>Students can analyse the links between some constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances with some success. This analysis can be demonstrated both verbally and in writing with some accuracy. (Critical analysis).</p> <p>Students can demonstrate and/or define the following performance skills: <u>Physical skills</u>- flexibility, strength, isolation <u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- projection, focus, musicality <u>Mental skills</u>- movement memory, commitment. Students can perform with some stylistic accuracy for a dance style such as Hip-Hop or Contemporary Dance with some confidence. These performance skills are demonstrated physically in rehearsal and most performances to an audience. Students perform in front of an audience and are good team workers within</p>	<p>Students can successfully and independently use the choreographic process. Students can confidently and creatively respond to a stimulus in order to create a motif. Students can work independently to develop their motif by using fragmentation, repetition and retrograde. Students can define and give examples of these choreographic devices with confidence both verbally and in writing (Choreography).</p> <p>Students can successfully analyse the links between key constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances. This analysis can be demonstrated both verbally and in writing with accuracy and confidence. (Critical analysis).</p> <p>Students can successfully and confidently demonstrate and define the following performance skills: <u>Physical skills</u>- flexibility, strength, isolation <u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- projection, focus, musicality <u>Mental skills</u>- movement memory, commitment. Students can confidently perform with stylistic accuracy for a variety of dance styles such as Hip-Hop and Contemporary Dance. These performance</p>



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	(Performance).	collaborative tasks (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 use the choreographic process with specific guidance. Students can respond to a stimulus in order to create a motif. Students can develop their motif by using repetition, or retrograde. Students can define most choreographic devices verbally and some in writing. (Choreography).</p> <p>Students can analyse the links between key simple constituent features of dance and the stimulus of their peers' performances. This analysis can be demonstrated verbally. (Critical analysis).</p> <p>Students can demonstrate and/or define the following performance skills: <u>Physical skills</u>- strength <u>Technical skills</u>- contact <u>Expressive skills</u>- focus <u>Mental skills</u>- movement memory. Students can perform with simple stylistic accuracy for a dance style such as Hip-Hop or Contemporary Dance. These performance skills are demonstrated physically in some rehearsals and some performances to</p>	<p>Students can successfully use the choreographic process with guidance. Students can respond to a stimulus in order to create a motif with some creativity. Students can develop their motif by using repetition, fragmentation or retrograde. Students can define these choreographic devices both verbally and in writing. (Choreography).</p> <p>Students can analyse the links between some constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances with some success. This analysis can be demonstrated both verbally and in writing. (Critical analysis).</p> <p>Students can demonstrate and/or define the following performance skills: <u>Physical skills</u>- strength, isolation <u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- focus, musicality <u>Mental skills</u>- movement memory, commitment. Students can perform with some stylistic accuracy for a dance style such as Hip-Hop or Contemporary Dance. These performance skills are demonstrated physically in rehearsal and some</p>	<p>Students can successfully use the choreographic process with some independence. Students can confidently respond to a stimulus in order to create a motif with a great deal of creativity. Students can mostly work independently to develop their motif by using fragmentation, repetition and retrograde. Students can define and give examples of these choreographic devices with some confidence both verbally and in writing. (Choreography).</p> <p>Students can analyse the links between key constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances with some success. This analysis can be demonstrated both verbally and in writing with accuracy and some confidence. (Critical analysis).</p> <p>Students can successfully demonstrate and define the following performance skills: <u>Physical skills</u>- flexibility, strength, isolation <u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- projection, focus, musicality <u>Mental skills</u>- movement memory,</p>



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	<p>an audience. Students sometimes perform in front of an audience after encouragement. (Performance).</p>	<p>performances to an audience. Students perform in front of an audience and are good team workers within collaborative tasks. (Performance).</p>	<p>commitment. Students can perform with stylistic accuracy for a variety of dance styles such as Hip-Hop and Contemporary Dance with some confidence. 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 great team leaders within collaborative tasks (Performance).</p>
<p>Working Towards (WTS)</p>	<p>Students can use a simple version of the choreographic process with specific guidance. Students can respond to a stimulus in order to create a short motif. Students can develop their motif by using repetition. Students can define some choreographic devices verbally. (Choreography).</p> <p>Students can analyse the links between some key simple constituent features of dance and the stimulus of their peers' performances. This analysis can be demonstrated verbally with prompts. (Critical analysis).</p> <p>Students can demonstrate or define the following performance skills: <u>Physical skills</u>- strength <u>Technical skills</u>- contact <u>Expressive skills</u>- focus <u>Mental skills</u>- movement memory. Students can perform with simple stylistic accuracy for a dance style</p>	<p>Students can successfully use the choreographic process with specific guidance. Students can respond to a stimulus in order to create a motif with some creativity. Students can develop their motif by using repetition, and retrograde. Students can define these choreographic devices both verbally and in writing. (Choreography).</p> <p>Students can analyse the links between key simple constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances. This analysis can be demonstrated verbally and often in writing. (Critical analysis).</p> <p>Students can demonstrate and/or define the following performance skills: <u>Physical skills</u>- strength, isolation <u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- focus, musicality <u>Mental skills</u>- movement memory, commitment. Students can perform with some stylistic accuracy for a dance style</p>	<p>Students can successfully use the choreographic process with very little guidance. Students can respond to a stimulus with some confidence in order to create a motif with some creativity. Students can mostly work independently to develop their motif by using fragmentation, repetition and retrograde. Students can define and give examples of these choreographic devices with some confidence both verbally and in writing. (Choreography).</p> <p>Students can analyse the links between key constituent features of dance and the stimulus of both professional works and the stimulus of their peers' performances with some success. This analysis can be demonstrated both verbally and in writing with some accuracy and some confidence. (Critical analysis).</p> <p>Students can successfully demonstrate and define the following performance skills: <u>Physical skills</u>- flexibility, strength, isolation</p>



	<p>such as Hip-Hop or Contemporary Dance. These performance skills are demonstrated physically in some rehearsals. Students sometimes perform in front of an audience after encouragement. (Performance).</p>	<p>such as Hip-Hop or Contemporary Dance. These performance skills are demonstrated physically in rehearsal and some performances to an audience. Students perform in front of an audience with some encouragement and are good team workers within collaborative tasks (Performance).</p>	<p><u>Technical skills</u>- contact, stylistic accuracy <u>Expressive skills</u>- projection, focus, musicality <u>Mental skills</u>- movement memory, commitment. Students can perform with some stylistic accuracy for a variety of dance styles such as Hip-Hop and Contemporary Dance with some confidence. These performance skills are demonstrated physically in both rehearsal and performances to an audience. Students perform in front of an audience and are great team leaders within collaborative tasks (Performance).</p>
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