



SUBJECT: Dance Year 9 Pathways

Year 9	2-3 Pathway	4-6 Pathway	7-9 Pathway
<p>Greater Depth (GDS)</p>	<p>Students can choreograph a reasonable response to stimuli, and make some attempt to use the choreographic process to aid their independent work. Students have made some collaborative decisions about their use of actions, space, dynamics and relationships that sometimes link to their chosen stimulus with some guided tasks. Students can create a short motif and make an attempt to develop this motif using choreographic devices such as canon and can structure their choreography in an order that is logical. (<i>choreography</i>).</p> <p>Students are able to make some analysis of the links between some simple features used and the stimulus of the professional work with accuracy. Students can evaluate the use of simple constituent features in the professional work 'Emancipation of Expressionism' and sometimes attempt to discuss their opinion. Students can make interpretations of aural setting and some contextual links verbally and attempt to use these skills in writing (<i>critical analysis</i>).</p> <p>Students can physically demonstrate</p>	<p>Students can choreograph an interesting response to stimuli, and can use the choreographic process to aid their development. Students have made collaborative decisions about their use of actions, space, dynamics and relationships that very often link to their chosen stimulus. Students can create a motif and make an attempt to develop this motif using choreographic devices such as manipulation of number and can structure their choreography in an order that demonstrates their choreographic intent. (<i>choreography</i>).</p> <p>Students are able to analyse the links between most constituent features used and the stimulus of the professional work with some creativity and accuracy. Students can evaluate the use of some advanced constituent features in the professional work 'Emancipation of Expressionism' with use of their own opinion. Students can make interpretations of lighting, aural setting and contextual links verbally and sometimes in writing (<i>critical analysis</i>).</p> <p>Students can physically demonstrate and/or define the physical skills of posture, alignment, control, mobility, stamina; expressive skills of communication of choreographic intent,</p>	<p>Students can choreograph a highly creative response to stimuli, show effective use of the choreographic process with confidence. Students have made a highly effective choice of actions, space, dynamics and relationships that clearly link to their chosen stimulus. Students can create and develop a motif independently using advanced choreographic devices such as manipulation of number, contrasting and complementary actions and can ensure their choreography follows an effective structure that clearly and effectively demonstrates their choreographic intent. (<i>choreography</i>).</p> <p>Students are able to creatively and accurately analyse the links between each constituent feature used and the stimulus of the professional work with confidence. Students can evaluate the use of the constituent features in the professional work 'Emancipation of expressionism' with confidence and with use of their own opinion. Students can make varied, sensitive and thoughtful interpretations of lighting, aural setting and contextual links both verbally and in writing with a great deal of confidence (<i>critical analysis</i>).</p> <p>Students can physically demonstrate and confidently define the physical skills of posture, alignment, control, mobility, stamina; expressive skills of communication of</p>



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	<p>or define the physical skills of posture, alignment, stamina; expressive skills of communication of choreographic intent; mental skills of response to feedback. These performance skills are demonstrated physically within most rehearsals or some performance opportunities. Students can perform in front of an audience with encouragement and are effective team workers within collaborative tasks (performance).</p>	<p>sensitivity to other dancers; mental skills of systematic rehearsal, planning of rehearsal, response to feedback and technical skills of complementary and contrasting actions. These performance skills are demonstrated physically within rehearsal and most performance opportunities. Students perform in front of an audience and are effective team workers within collaborative tasks (performance).</p>	<p>choreographic intent, sensitivity to other dancers; mental skills of systematic rehearsal, planning of rehearsal, response to feedback and technical skills of complementary and contrasting actions. 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).</p>
<p>Expected Standard (EXS)</p>	<p>Students can create choreography as a team with some response to stimuli. Students make some attempt to use the choreographic process to aid their independent work but may need additional support to achieve this. Students have made some collaborative decisions about their use of actions, space and dynamics that can link to their chosen stimulus-with guided tasks. Students can create a short motif and make an attempt to develop this motif using choreographic devices such as canon with success (choreography).</p> <p>Students attempt to make some analysis of the links between some simple features used and the stimulus of the professional work. Students can evaluate the use of simple constituent features in the professional work 'Emancipation of</p>	<p>Students can choreograph an appropriate response to stimuli, and can use the choreographic process to aid their independent work. Students have made collaborative decisions about their use of actions, space, dynamics and relationships that often link to their chosen stimulus. Students can create a motif and make a good attempt to develop this motif using choreographic devices such as manipulation of number with some success and can structure their choreography in an order that demonstrates their choreographic intent. (choreography).</p> <p>Students are able to analyse the links between most constituent features used and the stimulus of the professional work with accuracy. Students can evaluate the use of some constituent features in the professional work 'Emancipation of Expressionism' and attempt to use their</p>	<p>Students can choreograph a creative response to stimuli, can use the choreographic process confidently. Students have made creative decisions about their use of actions, space, dynamics and relationships that link closely to their chosen stimulus. Students can create and develop a motif independently using choreographic devices such as manipulation of number and can structure their choreography in a logical order that effectively demonstrates their choreographic intent. (choreography).</p> <p>Students are able to creatively and accurately analyse the links between each constituent feature used and the stimulus of the professional work. Students can evaluate the use of the majority of the constituent features in the professional work 'Emancipation of Expressionism' with some confidence and with use of their own opinion. Students can make thoughtful interpretations</p>



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	<p>Expressionism' and sometimes attempt to discuss their opinion. Students can make interpretations of aural setting and some contextual links verbally (critical analysis).</p> <p>Students can physically demonstrate or define the physical skills of posture, stamina; mental skills of response to feedback. These performance skills are demonstrated physically within some rehearsals or some performance opportunities. Students can perform in front of an audience with encouragement (performance).</p>	<p>own opinion. Students can make interpretations of lighting, aural setting and contextual links verbally and sometimes in writing (critical analysis).</p> <p>Students can physically demonstrate and/or define the physical skills of posture, alignment, control, mobility, stamina; expressive skills of communication of choreographic intent, sensitivity to other dancers; mental skills of systematic rehearsal, planning of rehearsal, response to feedback and technical skills of complementary and contrasting actions. These performance skills are demonstrated physically within rehearsal and some performance opportunities. Students perform in front of an audience and are effective team workers within collaborative tasks (performance).</p>	<p>of lighting, aural setting and contextual links both verbally and in writing with confidence (critical analysis).</p> <p>Students can physically demonstrate and define the physical skills of posture, alignment, control, mobility, stamina; expressive skills of communication of choreographic intent, sensitivity to other dancers; mental skills of systematic rehearsal, planning of rehearsal, response to feedback and technical skills of complementary and contrasting actions. These performance skills are demonstrated physically with consistency in rehearsal and most performance opportunities. Students perform in front of an audience and are strong team leaders within collaborative tasks (performance).</p>
<p>Working Towards (WTS)</p>	<p>Students can create choreography as a team. Students make some attempt to use the choreographic process to aid their independent work with additional support to achieve this. Students have made some collaborative decisions about their use of actions and dynamics that can link to their chosen stimulus- with guided tasks. Students can create a short motif and make an attempt to develop this motif using choreographic devices such as canon with some success (choreography).</p>	<p>Students can choreograph an appropriate response to stimuli, and can attempt to use the choreographic process to aid their independent work. Students have made some collaborative decisions about their use of actions, space, dynamics and relationships that sometimes link to their chosen stimulus. Students can create a short motif independently and make an attempt to develop this motif using choreographic devices such as manipulation of number and can structure their choreography in an order that is logical. (choreography).</p>	<p>Students can choreograph an interesting response to stimuli, and can use the choreographic process accurately. Students have made thoughtful decisions about their use of actions, space, dynamics and relationships that link to their chosen stimulus. Students can create a motif and make a solid attempt to develop this motif independently using choreographic devices such as manipulation of number and can structure their choreography in a logical order that demonstrates their choreographic intent. (choreography).</p> <p>Students are able to analyse the links</p>



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	<p>Students may attempt to make some analysis of the links between some simple features used and the stimulus of the professional work. Students attempt to evaluate the use of simple constituent features in the professional work 'Emancipation of Expressionism'. Students can make interpretations of contextual links verbally (critical analysis).</p> <p>Students can define the physical skills of posture, stamina; mental skills of response to feedback. These performance skills are demonstrated physically within some rehearsals (performance).</p>	<p>Students are able to analyse the links between some simple features used and the stimulus of the professional work with accuracy. Students can evaluate the use of simple constituent features in the professional work 'Emancipation of Expressionism' and sometimes attempt to use their own opinion. Students can make interpretations of aural setting and some contextual links verbally and attempt to use these skills in writing with some success (critical analysis).</p> <p>Students can physically demonstrate and/or define the physical skills of posture, alignment, control, stamina; expressive skills of communication of choreographic intent; mental skills of planning of rehearsal, response to feedback. These performance skills are demonstrated physically within rehearsal or some performance opportunities. Students can perform in front of an audience with encouragement and are effective team workers within collaborative tasks (performance).</p>	<p>between each constituent feature used and the stimulus of the professional work with a large amount of creativity and accuracy. Students can evaluate the use of most of the constituent features in the professional work 'Emancipation of Expressionism' with some confidence and with use of their own opinion. Students can make interesting interpretations of lighting, aural setting and contextual links both verbally and in writing (critical analysis).</p> <p>Students can physically demonstrate and define the physical skills of posture, alignment, control, mobility, stamina; expressive skills of communication of choreographic intent, sensitivity to other dancers; mental skills of systematic rehearsal, planning of rehearsal, response to feedback and technical skills of complementary and contrasting actions. These performance skills are demonstrated physically within rehearsal and most performance opportunities. Students perform in front of an audience and are team leaders within collaborative tasks (performance).</p>
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