



**Subject Level Descriptor**

<b>Department</b>	DANCE	<b>Year Group</b>	7	<b>Assessment</b>	
<b>Assessment Summary</b>	<ul style="list-style-type: none"> <li>• Focuses on evaluating learning through the Artsbox portfolio</li> <li>• Learns a knowledge of different dance styles.</li> <li>• Learns movement repertoire from musicals</li> <li>• Develops the underpinning knowledge of the 5 actions</li> <li>• Develops the underpinning knowledge and application of some aspects of ASDR.</li> <li>• Group based work.</li> </ul>				

	<b>Group work/Collaboration</b>	<b>Creativity/Devising</b>	<b>Performing</b>	<b>Evaluating/Responding</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Tentative engagement. Inability to collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to add on movement. Movement is basic and choices prompted by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be reluctance to performance elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Underdeveloped analysis/evaluation.</li> <li>• Limited use of terminology.</li> <li>• Inability to consider personal contribution.</li> <li>• Limited ability to refine work.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Some adequate engagement – may need teacher input to remain/engage with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sound practical creation.</li> <li>• Adequate explanation of creative intentions.</li> <li>• Some refinement of ideas.</li> <li>• Can select basic movements from choices given to them</li> </ul>	<ul style="list-style-type: none"> <li>• Practical delivery is generally appropriate and consistent – it generally contributes to the performance.</li> <li>• Sound ability to perform simple dance motifs and phrases.</li> <li>• Control is adequate focus is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate analysis with basic evaluation.</li> <li>• Some appropriate use of terminology.</li> <li>• General ability to consider personal contribution.</li> <li>• Some ability to refine work.</li> </ul>



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<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Clear engagement throughout.</li> <li>• Offers some ideas in group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent practical creation.</li> <li>• Coherent explanation of creative intentions.</li> <li>• Development and refinement of ideas.</li> <li>• Can select movements from choices given to them.</li> <li>• Can link movements together to create simple motifs.</li> <li>• Begins to explore and develop motifs by using use of space and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical delivery is appropriate, consistent and purposeful – the energy contributes to the performance.</li> <li>• Show awareness of the accompaniment (if relevant).</li> <li>• Control is competent - focus is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent and generally balanced analysis and evaluation.</li> <li>• Mostly appropriate use of terminology.</li> <li>• Clear ability to consider personal contribution.</li> <li>• Competent ability to refine work.</li> <li>• Able to watch professional work and recognise some components used.</li> </ul>
<p><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>• Secure, sustained and consistent engagement throughout.</li> <li>• Consistently offers ideas in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and sustained practical creation.</li> <li>• Clear and consistent explanation of creative intentions.</li> <li>• Effective development and refinement of ideas.</li> <li>• Select appropriate movements and link them together in response to a given stimulus.</li> <li>• Explores new movement as well as movement given to them.</li> <li>• Application of ASDR is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical delivery is engaging and effective throughout – the energy enhances the overall performance.</li> <li>• Control is secure –focus is sustained and confident.</li> <li>• Shows some awareness of musicality and use of expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure and balanced analysis and evaluation.</li> <li>• Clear and consistent use of terminology.</li> <li>• Effective and sustained ability to consider personal contribution.</li> <li>• Secure ability to refine work.</li> <li>• Able to watch professional work and describe multiple components used.</li> </ul>
<p><b>Level 5</b></p>	<ul style="list-style-type: none"> <li>• Confident and assured engagement.</li> <li>• Willingness to work effectively with all peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Assured and comprehensive practical creation.</li> <li>• In-depth and considered explanation of creative intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical delivery is dynamic and skilful – the energy and commitment are integral to the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Assured and fully balanced analysis and evaluation.</li> <li>• Confident and accomplished use of terminology.</li> </ul>



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	<ul style="list-style-type: none"><li>• Offers effective ideas consistently.</li></ul>	<ul style="list-style-type: none"><li>• Accomplished development and refinement of ideas.</li><li>• Selects appropriate movements and link them together in response to a given stimulus.</li><li>• To be able to apply various choreographic devices</li><li>• To confidently use ASDR effectively.</li></ul>	<ul style="list-style-type: none"><li>• Control is comprehensive – focus is highly engaging.</li><li>• Shows awareness of musicality and the use of expression to communicate given stimulus/style.</li></ul>	<ul style="list-style-type: none"><li>• Comprehensive ability to consider personal contribution.</li><li>• Proficient ability to refine work.</li><li>• Make decisions about how to improve their own work and offer comments on the work of their peers showing their knowledge and understanding of key terminology inclusive of choreographic devices and suggest possible improvements.</li><li>• Analyse professional works to a high level and using elements to influence their own performance/choreography.</li></ul>
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