

# Key Stage 3

Year 7

# Success Criteria - Extending

Action  
Space  
Dynamic  
Relationship

- Imitate the dance style and adopt the exact movement order and stylistic action content.
- Identify the exact actions involved in the sequence.
- Understand the fundamental characteristics of Action, Space, Dynamics and Relationships in dance.
- Imitate the Dynamics used in the set dance. Adopt the exact movement quality. Identify the exact speed, energy and force needed.
- Label the areas of the stage and be able to notice them in a dance.
- Using four actions perform them in: Canon, Using Contact, and Mirroring
- Select and refine the fundamental characteristics of Action, Space, Dynamics, and Relationships to create a short dance sequence for assessment.
- Be able to spell the following words: *Choreography, Canon, Relationship, Action, Space, Dynamics*
- Understand the definitions of Canon, Contact, Mirroring, Unison, Actions, Space, Dynamics and Relationships
- Understand different methods of how to rehearse
- Perform in front of teacher and peers with accuracy and fluency for assessment.



Year 7 Term 1

# Success Criteria - Secure

Action  
Space  
Dynamic  
Relationship

- Imitate the dance style and adopt some of the movement order and stylistic action content.
- Notice the variety of actions involved in the sequence.
- Understand the characteristics of Action, Space, Dynamics and Relationships in dance.
- Imitate the slow Dynamics used in the set dance. Adopt the slow movement quality. Identify the speed change needed.
- Label the areas of the stage and be able to notice them in a dance.
- Using at least three actions perform them in: Canon, and Mirroring
- Be able to spell the following words: *Canon, Action, Space, Dynamics*
- Understand the definitions of Canon, Unison, Actions, Space, Dynamics and Relationships
- Understand different methods of rehearsal available
- Perform in front of teacher and peers with accuracy and fluency for assessment.



# Success Criteria - Developing

Action  
Space  
Dynamic  
Relationship

- Imitate the dance style and adopt some of the movement order and stylistic action content.
- Notice the variety of actions involved in the sequence.
- Understand the characteristics of Action, Space, Dynamics and Relationships in dance.
- Imitate the slow Dynamic moments used in the set dance. Adopt at least one slow movement quality.
- Label the areas of the stage and be able to notice them in a dance.
- Using at least two actions and perform them in: Canon
- Be able to spell the following words: *Canon, Action, Space*
- Understand the definitions of Canon, Unison, Actions, Space
- Understand different methods of rehearsal available
- Perform in front of teacher and peers with accuracy and fluency for assessment.



# Success Criteria - Extending

## Musicals

- Be able to perform the set phrase demonstrating complex movements in stillness, gesture, turning and elevation.
- Understand the definition of Performance Skills
- Demonstrate knowledge in practical lessons using Technical and Expressive skills.
- Answer questions on the technical skills shown in a performance.
- Rehearsal and refine
- Perform the dance phrase under assessment conditions.
- Identify key characteristics of Technical skills in a peer's performance.
- Learn the taught phrase using Expressive skills.
- Be able to perform the set phrase demonstrating complex movements with a sense of style, projection, focus, musicality and communication of the intention.
- Complete grid labelling head to tail Expressive and Technical skills.
- Recognise the link between the professional work and the overall dance skills studied.
- Spellings:
- Performance skills, technical, expressive, rehearsal, and Musical.



# Success Criteria - Secure

## Musicals

- Be able to perform the set phrase demonstrating movements in stillness, gesture, turning and elevation.
- Understand the definition of Performance Skills
- Demonstrate knowledge in practical lessons using some Technical and Expressive skills.
- Rehearsal and refine
- Perform the dance phrase under assessment conditions.
- Identify key characteristics in a peer's performance.
- Learn the taught phrase using confidence.
- Be able to perform the set phrase demonstrating movements with a sense of style, projection, focus.
- Have a knowledge of grid labelling head to tail Expressive and Technical skills.
- Spellings:
- Performance skills, technical, expressive, rehearsal, and Musical.



# Success Criteria - Developing

Musicals

- Be able to perform the set phrase demonstrating movements in stillness, gesture, tuning.
- Demonstrate knowledge in practical lessons using some Technical and Expressive skills.
- Be able to Rehearse independently
- Perform the dance phrase under assessment conditions.
- Identify characteristics in a peer's performance.
- Learn the taught phrase with confidence.
- Be able to perform the set phrase demonstrating movements with projection, focus.
- Have a knowledge of grid labelling head to tail Expressive and Technical skills.
- Spellings:
- Performance skills, rehearsal, and Musical.



Year 7 Term 2

# Success Criteria - Extending

Street

- Perform basic movements from Street Dance focusing on the stylistic quality
- Perform using a wide range of dynamics and movement qualities
- Rehearsing the taught phrases
- Modifying the taught phrases with different dynamics
- Perform movement phrases with musicality showing phrases, accents and rhythm
- Fit movement phrases to a specific piece of music
- Listening and describing music
- Rehearse to a high quality of performance, focusing on musicality and dynamics
- Combine movement ideas into a coherent structure
- Linking movement ideas using transitions
- Rehearse and perform your dance with confidence
- Assess own and others work against the success criteria

## Spellings and Definitions:

- Street dance, style, tempo, musicality, accents, phrases, rhythm, structure and transitions.





# Success Criteria - Secure

Street

- Perform basic movements from Street Dance focusing on the stylistic quality
- Perform using a range of dynamics and movement qualities
- Rehearse the taught phrases with some help
- Modify the taught phrases with some variation on the different dynamic speeds
- Perform movement phrases with some accents and changes of rhythm
- Fit movement phrases to parts of a specific piece of music
- Listening and describing music
- Combine movement ideas into a logical order
- Linking movement ideas using at least two differing transitions
- Rehearse and perform your dance with confidence
- Assess own and others work against the success criteria

## Spellings and Definitions:

- Street dance, style, tempo, musicality, accents, phrases, rhythm, structure and transitions.



# Success Criteria - Developing

Street

- Perform some basic movements from Street Dance focusing on the stylistic quality
- Perform with some dynamics and movement qualities
- Rehearse the taught phrases with peer/small groups and teacher guidance.
- Perform movement phrases with some changes of rhythm
- Listening and communicate ideas in relation to the song
- Combine movement ideas into an order
- Rehearse and perform your dance remembering the order
- Assess own and others work against the success criteria

## Spellings and Definitions:

- Street dance, style, tempo, musicality, accents, phrases, rhythm, structure and transitions.



# Key Stage 3

Year 8

# Success Criteria – Extending

## Motif Development

- Improvise using a range of different starting points
- Generate creative movement in relation to different stimulus
- Explore a range of Action, Space, Dynamics and Relationships in response to stimulus
- Respond to visual, aural, tactile and ideational stimulus
- Create motifs using a variety of actions linked to the stimulus
- Develop 2 motifs originally using the 16 ways to develop a motif
- Develop remaining motifs using 16 ways to develop a motif
- Perform motif developments to receive peer feedback
- Create a logical structure for a dance
- Apply choreographic devices such as unity, contrast, transitions and climax
- Choosing an appropriate structure for the dance intention
- Creating a clear start, finish and transitions to link motifs together
- Perform own choreography with accuracy, clarity and precision

### Key words:

Starting point, stimulus, improvisation, motifs, motif development, peer assessment, and choreographic process.



# Success Criteria – Secure

## Motif Development

- Generate creative movement in relation to different stimulus
- Explore a range of Action, Space, Dynamics and Relationships in response to stimulus
- Respond to some of the following visual, aural, tactile and ideational stimulus
- Create motifs using a variety of actions linked to the stimulus
- Develop 2 motifs originally using the 16 ways to develop a motif with guidance
- Develop remaining motifs using 16 ways to develop a motif with guidance
- Perform motif developments to receive peer feedback
- Create a logical structure for a dance
- Apply choreographic devices such as contrast, transitions and climax
- Creating a clear start, finish and transitions to link motifs together
- Perform own choreography with accuracy, clarity and precision

### Key words:

Starting point, stimulus, improvisation, motifs, motif development, peer assessment, and choreographic process.



# Success Criteria – Developing

Motif Development

- Generate movement in relation to different stimulus
- Explore Action, Space, Dynamics and Relationships in response to stimulus
- Respond to some of the following visual, aural, tactile and ideational stimulus
- Create motifs using a variety of actions linked to the stimulus
- Develop 1 motif originally using the 16 ways to develop a motif
- Develop remaining motifs using 16 ways to develop a motif with guidance
- Perform motif developments to receive peer feedback
- Create a logical structure for a dance
- Apply choreographic devices such as contrast, and transitions
- Perform own choreography with some movement memory

## Key words:

Starting point, stimulus, improvisation, motifs, motif development, peer assessment, and choreographic process.



Year 8 Term 1

# Success Criteria – Extending

Props

- Experiment with several ways of using a newspaper as a stimulus for choreography
- Making links between movement and intent and the musicality.
- Experiment with ways of using hats in your choreography.
- Be able to learn a set dance using hats in a particular style.
- Hats are given out to three students, after a count of 8 they must adopt a pose that links to a particular character who might wear a hat.
- Experiment with dynamics in how we use canes in choreography.
- Demonstrate choreographic intent through use of chosen prop.
- Exploration of how space can be used to send a specific message to an audience, using a variety of spatial designs
- Demonstrate choreographic intent through use of dance relationships.
- Exploration of how relationships can be used to send a specific message to an audience.
- Perform your dances for assessment.
- Consolidating knowledge of choreographic intent.
- Utilising analysis skills.
- Perform
- Evaluate

## Key Words:

Describe, explain, analyse, Choreographic intent, Prop, Relationships, choreographic intent Dynamics, choreographic intent, prop, Co-ordination, Performance skills



# Success Criteria – Secure

Props

- Experiment with realistic ways of using a newspaper as a stimulus for choreography
- Making links between movement and intention.
- Experiment with ways of using hats in your choreography making informed decisions about the overall theme
- Be able to learn a short dance sequence using hats with some clarity
- Experiment with dynamics and demonstrate choreographic intent through use of a chosen prop.
- Explore how space can be used to send a specific message to an audience, and have three changes of spatial design.
- Demonstrate choreographic intent through use of dance relationships.
- Explore and use relationships to communicate an idea to the audience.
- Perform your dances for assessment.
- Consolidating knowledge of choreographic intent.
- Perform to an audience
- Evaluate others

## Key Words:

Describe, explain, analyse, Choreographic intent, Prop, Relationships, choreographic intent Dynamics, choreographic intent, prop, Co-ordination, Performance skills



Year 8 Term 2





# Success Criteria – Developing

Props

- Experiment with realistic ways of using a newspaper as a stimulus for choreography
- Make some links between movement and intention.
- Experiment with ways of using hats in your choreography.
- Be able to learn a short dance sequence using hats with some clarity.
- Use changes in simplistic speed with the prop
- Explore how space can be used to send a specific message to an audience, and have two changes of spatial design.
- Explore and demonstrate the use relationships to communicate an idea to the audience.
- Perform your dances for assessment.
- Consolidating knowledge of choreographic intent.
- Perform to an audience
- Evaluate others

## Key Words:

Describe, explain, analyse, Choreographic intent, Prop, Relationships, choreographic intent Dynamics, choreographic intent, prop, Co-ordination, Performance skills



Year 8 Term 2

# Success Criteria - Extending

Script to Screen

- To recognise the style/genre of dance used in each film.
- Analyse dance actions and motifs from a variety of films.
- To learn a motif from a famous film.
- Deepen understanding of motif and motif development.
- Be able to perform a motif using characterisation.
- To develop the motif using instruction cards with developments.
- Make informed choice about a chosen dance from film, or music video to develop into a personal choreography begin to develop a dance in response to this dance repertory.
- To be able to perform the original motif and the motif development.
- To apply a dance structure to the choreography and explain the relevance.
- To be able to recognise areas to target for improvement
- To perform with confidence
- To be able to evaluate another piece of work, offer constructive feedback.

## Key words:

Repertory, characterisation, Motif Development



Year 8 Term 3

# Success Criteria - Secure

Script to Screen

- To recognise the style/genre of dance used in a variety of film clips.
- Analyse dance actions and motifs from a variety of films.
- To learn a motif from a famous film with good clarity.
- Be able to perform a motif using characterisation.
- To develop the motif using instruction cards with developments.
- Make informed choice about a chosen dance from film, or music video to develop into a personal choreography begin to develop a dance in response to this dance repertory.
- To be able to perform the original motifs with confidence.
- To apply a simplistic dance structure to the choreography and explain the relevance.
- To be able to recognise areas to target for improvement
- To perform with confidence
- To be able to evaluate another piece of work, offer constructive feedback.

## Key words:

Repertory, characterisation, Motif Development



Year 8 Term 3



# Success Criteria - Developing

Script to Screen

- To recognise the style/genre of dance used in some of film clips.
- Analyse dance actions and motifs from a variety of films.
- To learn a motif from a famous film with some clarity.
- Be able to perform a motif using characterisation.
- To develop the motif using instruction cards with developments and guidance from peers
- Make choices about a chosen dance from film, or music video to develop into a personal choreography begin to develop a dance in response to this dance repertory.
- To be able to perform the original motifs with confidence and some movement memory.
- To apply a simplistic dance structure to the choreography and explain the relevance.
- To be able to recognise areas for improvement
- To perform with confidence
- To be able to evaluate another piece of work, offer some feedback.

## Key words:

Repertory, characterisation, Motif Development



Year 8 Term 3

# Key Stage 3

Year 9

# Success Criteria - Extending

Swansong

- Accurate and Precise in Action, Space, Dynamics and Relationships of motifs performed as part of a Trio.
- Develop further understanding of the timing and order of the actions.
- Understand how to safely perform contact work in dance.
- Using transitions link together a series of rehearsed motifs
- Using Transitions & Choreographic Devices combined
- Develop the use of spatial design suited to the theme
- Adding a logical Climax to the dance.
- Be able to perform the dance with clear additional climax demonstrated and spot them
- Understand the exam criteria
- Be able to mark against criteria peers in the class
- Perform under Exam conditions
- Feedback from Mock Assessment
- Refine and Modify Dance
- Dance under exam conditions



## Key Words:

Number of dancers, transitions, choreographic devices, use of climax and contact

# Success Criteria - Secure

Swansong

- Good accuracy and precise in Action, Space, Dynamics and Relationships of motifs performed as part of a Trio.
- Develop further understanding of the timing and order of the actions.
- Understand how to safely perform contact work in dance.
- Use some choreographic devices transitions to link together a series of rehearsed motifs
- Develop the use of space in several ways
- Be able to perform the dance with clear additional climax demonstrated and spot them
- Understand the exam criteria to aid
- Be able to mark against criteria peers in the class with some guidance
- Perform under Exam conditions
- Feedback from Mock Assessment
- Refine and Modify Dance
- Dance under exam conditions

## Key Words:

Number of dancers, transitions, choreographic devices, use of climax and contact



# Success Criteria - Developing

Swansong

- Some accuracy and precise in Action, Space, Dynamics and Relationships of motifs performed as part of a Trio.
- Develop further understanding of the timing and order of the actions.
- Understand how to safely perform contact work in dance.
- Use some choreographic devices transitions to link together a series of rehearsed motifs
- Develop the use of space in a few ways
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid
- Be able to mark against criteria peers in the class with some guidance from teacher
- Perform under Exam conditions
- Feedback from Mock Assessment
- Refine and Modify Dance
- Dance under exam conditions

## Key Words:

Number of dancers, transitions, choreographic devices, use of climax and contact





# Success Criteria -Extending

Jazz  
Boys

- Understand the key characteristics of Jazz Dance ‘Robbins’
- Be able to learn the sequence of steps and adopt the correct body posture and alignment for the technical elements of the style.
- Imitation of the steps taught and resilience.
- Recognise effective dance musicality, dynamics and characterisation.
- Develop the use of space in a variety of ways suited to the dance theme.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid.
- Be able to mark against criteria peers in the class.
- Perform under Exam conditions.
- Feedback from Mock Assessment.
- Refine and Modify Dance.
- Dance under exam conditions.



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2



# Success Criteria - Secure

Jazz  
Boys

- Understand the key characteristics of Jazz Dance 'Robbins'
- Be able to learn the sequence of steps and adopt good body posture and alignment for the technical elements of the style.
- Imitation of the steps taught and resilience.
- Recognise effective dance musicality and characterisation.
- Develop the use of space in different ways suitable for the theme.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid
- Be able to mark against criteria peers in the class with some guidance from teacher
- Perform under Exam conditions
- Feedback from Mock Assessment
- Refine and Modify Dance
- Dance under exam conditions



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2



# Success Criteria -Developing

Jazz  
Boys

- Understand the key characteristics of Jazz Dance 'Robbins'
- Be able to learn the sequence of steps and adopt moments of body posture and have clear presence on stage.
- Imitation of the steps taught and be resilient when trying new actions.
- Recognise effective dance characterisation.
- Develop the use of space in different ways.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid.
- Be able to mark against criteria peers in the class with guidance from teacher.
- Perform under Exam conditions.
- Feedback from Mock Assessment.
- Refine and Modify Dance.
- Dance under exam conditions.



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2



# Success Criteria -Extending

Jazz  
Girls

- Understand the key characteristics of Jazz Dance 'Bob Fosse'
- Be able to learn the sequence of steps and adopt the correct body posture and alignment for the technical elements of the style.
- Imitation of the steps taught and resilience.
- Recognise effective dance musicality, dynamics and characterisation.
- Develop the use of space in a variety of ways suited to the dance theme.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid.
- Be able to mark against criteria peers in the class.
- Perform under Exam conditions.
- Feedback from Mock Assessment.
- Refine and Modify Dance.
- Dance under exam conditions.



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2



# Success Criteria - Secure

Jazz  
Boys

- Understand the key characteristics of Jazz Dance 'Bob Fosse'
- Be able to learn the sequence of steps and adopt good body posture and alignment for the technical elements of the style.
- Imitation of the steps taught and resilience.
- Recognise effective dance musicality and characterisation.
- Develop the use of space in different ways suitable for the theme.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid
- Be able to mark against criteria peers in the class with some guidance from teacher
- Perform under Exam conditions
- Feedback from Mock Assessment
- Refine and Modify Dance
- Dance under exam conditions



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2

# Success Criteria -Developing

Jazz  
Boys

- Understand the key characteristics of Jazz Dance 'Bob Fosse'
- Be able to learn the sequence of steps and adopt moments of body posture and have clear presence on stage.
- Imitation of the steps taught and be resilient when trying new actions.
- Recognise effective dance characterisation.
- Develop the use of space in different ways.
- Be able to perform the dance with clear beginning, middle and end.
- Understand the exam criteria to aid.
- Be able to mark against criteria peers in the class with guidance from teacher.
- Perform under Exam conditions.
- Feedback from Mock Assessment.
- Refine and Modify Dance.
- Dance under exam conditions.



**Key words:** Style, Expectations, Dynamics/ Energy, Contraction, Isolation, Musicality

Year 9 Term 2



# Success Criteria - Extending

## Choreography Project

- Be clear of what motifs are and what motif development is.
- Created a phrase using their own motif/developments linked to theme
- Used dance relationships to add interest to the dance theme
- Made changes to the use of space to add interest to the dance theme
- Used several choreographic devices to create their dance.
- Ordered the motifs/phrases in a logical way suitable for the theme.
- Perform these to an audience with confidence and clarity.
- Develop the two taught motifs in three different ways.
- Created a phrase using the motif development material.
- Used at least 3 dance Relationships.
- Changed the use of Space to least 3 times.
- Use Repetition effectively.



### Key Words:

Planning, Ordering, Choreographic Process, Relationships, Choreographic Process, Production features.

# Success Criteria - Secure

## Choreography Project

- Good knowledge of what motifs are and what motif development is.
- Created a phrase using their own motif/developments
- Used dance relationships to add interest to the dance
- Made changes to the use of space to add interest to the dance
- Used several choreographic devices to create their dance
- Ordered the motifs/phrases in a logical way with beginning, middle and end
- Perform these to an audience with some degree of accuracy
- Develop the two taught motifs twice
- Created a phrase using the motif development material
- Used at least two dance Relationships
- Changed the use of Space to least twice
- Used Repetition



### Key Words:

Planning, Ordering, Choreographic Process, Relationships, Choreographic Process.  
Production features.



# Success Criteria - Developing

## Choreography Project

- Demonstrate some knowledge of what motifs are and what motif development is.
- Created a phrase using their own motif/developments.
- Used dance relationships to add interest to the dance.
- Made changes to the use of space to add interest to the dance.
- Used a choreographic device to add interest.
- Ordered the motifs/phrases in a logical way with beginning, middle and end.
- Perform these to an audience with some help and guidance from the group.
- Develop the two taught motifs twice.
- Used a dance Relationship to add interest.
- Changed the use of Space to least twice.
- Used Repetition.

### Key Words:

Planning, Ordering, Choreographic Process, Relationships, Choreographic Process, Production features.

