



# Dance

## Head, Heart & Hands Assessment

*First with the head then with the heart*

### Dance Vision

To install confidence within every pupil to communicate emotion and ideas through movement.

### Dance Aim

Within dance we aim to provide every student with the opportunity to perform. To give them access to a new way to voice their ideas. We aim to get students to work collaboratively, learning to compromise and respect the decisions of others.

### Dance Curriculum

To explore different dance styles from a variety of decades, countries and styles. The students will be able to describe movement and analyse its' meaning from professional dance works. They will learn to create innovative choreography and perform with expressive skills and confidence.

### Assessment



**HEAD**



**HEART**



**HANDS**

Choreograph/Compose/Devise  
Decision Making  
Knowledge  
Analytical  
Confidence

Appreciate  
Social  
Emotional  
Effort  
Attitude

Performance  
Physical  
development  
Skill development  
Composition

GRADE	HEAD Choreograph	HEART Appreciate	HANDS Perform
	Decision making/ knowledge/ analytical/ confidence	Social/ emotional/ effort/ attitude	Physical development/ skill/ fitness/ competition
<b>EXPERT</b>	9	I have a thorough understanding of actions of dance, choreographic devices, use of space, relationships and dynamics to enable me to portray a stimulus. I can make confident decisions in the creation of choreography, demonstrating a variety of choreographic processes and using appropriate aural and physical settings effectively.	I have the ability to lead groups in creative tasks with motivation and inspiration. I am able to give feedback, communicating my thoughts with a high emotional intelligence to promote positive enhancement in others' performance. I take pride in developing my own skills through extra-curricular activities
	8	I have an excellent understanding of actions of dance, choreographic devices, use of space, relationships and dynamics to enable me to portray a stimulus. I can make decisions in the creation of choreography.	I demonstrate exceptionally advanced physical, technical and expressive skills consistently in a range of styles of dance. I represent Highfields in 'Barefoot' dance company, leading warm-ups with high fitness levels.
<b>ADVANCED</b>	7	When creating choreography, I can communicate ideas successfully, making decisions and able to lead a group. My decisions are made from a good knowledge and understanding of the components of dance.	I demonstrate exceptionally advanced physical, technical and expressive skills in a range of dance styles. I represent Highfields in 'Barefoot' dance company with high fitness levels.
	6	I am able to demonstrate my positive attitude towards developing my performance skills. I am a positive role model, inspiring others to work hard and always try their best.	I can perform dances with highly developed physical, technical and expressive skills consistently in a range of styles of dance. I have high levels of fitness and participate in extra-curricular dance classes.
<b>COMPETENT</b>	5	I show confidence and outstanding selection of the use of actions and dynamic content that is highly creative and effective, demonstrating a coherent understanding of choreography.	I can perform dances with highly developed physical, technical and expressive skills in a range of dance styles. I participate in extra-curricular dance classes.
	5	I am able to work in mixed ability groups, identifying individual strengths and areas for improvement. I take my time to help improve others skills when I can.	I have sound ability to perform dances with confidence, demonstrating good physical, technical and expressive skills. I have average fitness levels.

<b>IMPROVER</b>	<b>4</b>	I can influence decision making when creating choreography with my knowledge of components of dance with confidence.		I have sound ability to perform dances, demonstrating good physical, technical and expressive skills. I have an average fitness level
	<b>3</b>	I am able to understand the choreographic process and how to effectively portray a stimulus	I am able to take on responsibilities during extra-curricular dance sessions and enjoy leading groups.	I perform dances confidently with limited physical, technical and expressive skills.
<b>BEGINNER</b>	<b>2</b>	I can offer creative ideas with my knowledge of the components of dance		I perform dances with limited physical, technical and expressive skills.
	<b>1</b>	I understand the actions of dance and how to link movements together		I perform dances with little to no physical, technical and expressive skills.
<b>NOVICE</b>	<b>W</b>	I can suggest some ideas towards creating choreography with support from my peers and teacher. I understand the importance of a warm up and cool down.	I enjoy and aim to participate in as much dance as I possibly can. I work hard to achieve my goals.	I perform dances with no physical, technical and expressive skills.