

# DANCE KS4

## How do we assess at KS4?

Students will always be assessed against the AQA assessment criteria in elements of the four units: Dance Appreciation, Solo Performance, Group Performance and Choreography.

### Year 10

Twice per half term formal assessed piece with grade/mark, ongoing work marked with S/NS.

### Year 11

Again twice per half term formal assessed piece with grade/mark, ongoing work marked with S/NS. All trial exams marked with S/NS, mark and grade by applying relevant criteria.



Teacher feedback	
S:	Technical ability & Accurate
NS:	project out even more on specific moments.
MRI	
Strengths	
1.	Technical ability
2.	Accuracy of reproduction of action and spatial content.
Weakness	
3.	Overall sense of performance.
1.	I think I did well with my technical ability as I pointed my feet when needed and made sure my arms were straight when needed to.
2.	I feel like I made sure my actions and spatial content were accurate as I did the action & how I needed and used the space as much as I can.
3.	I feel like I didn't project my actions as much as I could and I rushed the music to much.

## How do we know students engage with feedback?

Through the regular use of MRI (My Response Is) pen work e.g. follow-up tasks, focused rehearsals, corrections and improvements will take place. Students often watch themselves back on film to self-assess against the assessment criteria before they receive teacher successes and next steps.

20 marks	Solo Composition Task	Mark
imaginative development of original motifs (A02)		
through action space dynamics	inspired, creative and original development of material	5
	development of material is good and shows some originality	4
	material has been developed using action, space and dynamics	3
	material has been developed using some aspects of action or space or dynamics	2
	initial motifs have not been developed but are evident	1
successful integration and linking of motifs into composition (A02)		
transitions repetition, new material fragmentation retrograde etc	motifs are integrated in an inspired, creative and original manner	5
	seamless integration of developed motifs	4
	motifs have been developed and linked and combine to add some interest to the piece	3
	basic developments are linked	2
	bare motifs linked together	1
structuring and use of choreographic devices (A03)		
beginning/middle/end, logical sequence, unity, contrast, climax repetition, to augment choreographic form	structure is highly appropriate and use of choreographic devices very effective - the piece has unity and interest	5
	good use of choreographic devices and structure - the piece works well	4
	structure is sound and some choreographic devices have been used	3
	structure is uneven but an attempt to use some choreographic devices	2
	limited structure and use of choreographic devices	1
analysis and evaluation to bring about improvement (A04)		
during the progress of the piece (process)	highly developed analytical and evaluative skills evidenced during the realisation of the task	5
	good analytical and evaluative skills evidenced during the realisation of the task	4
	some analytical and evaluative skills evidenced during the realisation of the task	3
	some analytical and evaluative skills evidenced but not fully implemented	2
	limited analytical and evaluative skills	1
no evidence of analytical and evaluative skills		
		TOTAL

## How is feedback monitored?

We constantly scrutinise students' work through: lesson observations, learning walks, shared practice and work sampling (a robust and rigorous process which we do regularly to ensure consistency across classes).

## What does assessment look like to a student?

In Dance the aim is for students to receive **quality, targeted feedback** that links directly to the assessment criteria for each unit. Students have assessment grids with their attainment highlighted against key focus areas. Personalised successes and next steps feature within these grids and are often highlighted twice to demonstrate the progress made during each project.

Beautiful developments using floorwork and use of speed. I can clearly see that you have added movement around it.

NS -> Add transitions to make the hair between motifs flow.

Finish off structure adding further choreographic devices - from floor to air.

making added unity by repeating and developing space.

all feedback linked to work done.

NS -> Use the depth of the space - floor to back and create smaller unity groups.