

| |  <p>HEAD (CREATIVE/THINKING) <i>Decision making, analysis and improvement, creativity</i></p> |  <p>HEART (SOCIAL/FEELING) Showing positive behaviour, health and fitness</p> |  <p>HANDS (PHYSICAL/DOING) <i>Leadership, technique and skills development</i></p> |
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| Bronze | <ul style="list-style-type: none"> - Contribute basic ideas to the structure of a dance - Come up with basic responses to a stimulus - Use simple words to describe and interpret dance | <ul style="list-style-type: none"> - Show some understanding of why they need to warm up and cool down - Work in a small group - Give and receive feedback within a group. | <ul style="list-style-type: none"> - Demonstrate some basic skills - Perform movements with control - Try to show a sense of dynamics and expressive qualities when dancing |
| Silver | <ul style="list-style-type: none"> - Improvise freely, translating ideas from a stimulus into movement. - Create dance phrases that communicate ideas - Recognise and talk about the movements used and the expressive qualities of dance - Suggest improvements to their own and other peoples dances | <ul style="list-style-type: none"> - Share and create dance phrases with a partner and in a small group - Understand the importance of warming up and cooling down - Work productively in a small group - Give and receive constructive feedback within a group. | <ul style="list-style-type: none"> - Repeat, remember and perform these phrases in a dance - Use dynamic, rhythmic and expressive qualities clearly and with control |
| Gold | <ul style="list-style-type: none"> - Choose appropriate movements to express the idea, mood and feeling of a dance - Show a greater understanding of how to compose dance phrases - Make appropriate suggestions about how work could be improved. | <ul style="list-style-type: none"> - Take the lead when creating dances with a partner or in a group - Work cooperatively and effectively in small groups - Give and receive constructive feedback within a group. | <ul style="list-style-type: none"> - Use a wide range of movements when improvising. - Show greater fluency and control in their movements - Interpret rhythm well |

Assessment guideline criteria Linked to QCA Expectations 2000