



Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – Performing Arts



KS3	<u>Drama</u> <u>Devised Performance</u>	<u>Dance -Performance</u>	<u>Dance - Choreography</u>
Exceeding KS3 Expectations	<p>To understand what the explorative strategies are and how they are used</p> <p>Explore and analyse 3 different stimuli</p> <p>Use explorative strategies to develop initial ideas</p> <p>Use GEMS to support practical realisation of intent</p> <p>Work collaboratively on a single idea</p> <p>Consider health and safety</p> <p>Complete tasks in workbook to support with portfolio</p> <p>Use assessment criteria to inform you of requirements for the piece</p> <p>Use mock performance and feedback to strengthen your work</p>	<p>Explain safe practice in terms of movement including in my Perf in Group and the set solos</p> <p>Describe an appropriate warm up and explain the importance of warming up before a dance class</p> <p>Describe an appropriate cool down and explain the importance of cooling down after a dance class</p> <p>Identify the correct nutrition and hydration needed for a dancer</p> <p>Know how to explain the procedure for injury</p>	<p>Understand what a motif is, it's importance and how to describe motifs using action, dynamic and spatial references</p> <p>Able to describe and explain different types of action, dynamic, space and relationship features</p> <p>Can identify and explain different types of structure in dance and structural devices</p> <p>Can identify a variety of choreographic devices and explain their effect and importance. Apply appropriate choreographic devices to a variety of stimuli</p>
Year 9 Sec	<p>Exploration of Character</p> <p>Basic blocking of each scene</p> <p>Learning of lines</p> <p>Explore how to use vocal techniques of pitch, pace, pause, tone and volume to interpret character on stage</p> <p>Experiment with gestures</p> <p>Focus on use of facial expression during verbal and non verbal acting</p> <p>Experiment with the stage space and proxemics to show character relationships and status</p> <p>Use of levels to show status</p> <p>Communication with audience</p>	<p>Identify all of the performance skills: technical, expressive, physical and mental</p> <p>Explain how you develop and improve each performance skill over time</p> <p>Explain the importance and effect of each of the performance skills</p> <p>Describe how to use performance skills in dance practice.</p> <p>Explain how to keep safe in the studio.</p>	<p>Understand the choreographic process and reflect on the effectiveness of own choreography and identify ways in which it can be improved.</p> <p>Know a variety of methods of motif development through action, dynamic and space</p> <p>Given any stimulus and write about how to use it to create choreography.</p>
Year 9 Dev	<p>Demonstrate secure and sustained vocal control when applying use of clarity, pace, inflection, pitch and projection.</p>	<p>Perform complex dances using a wide range of physical skills including posture, alignment, flexibility and extension.</p>	<p>Create imaginative ideas within a group and on own.</p>

	<p>Secure and sustained physical control demonstrated when applying space, gesture, stillness and stance.</p> <p>Performance demonstrates an effective understanding of style, genre, and theatrical conventions.</p>	<p>Perform with dynamic quality and clear communication of the theme and stimulus, whilst giving own sense of style and originality.</p>	<p>Select and combine choreographic skills, techniques and devices, using them in a suitable way to show a theme/stimulus/style creating original choreography.</p> <p>Use imaginative ways to solve problems and overcome challenges and use choreographic devices consistently when leading or working collaboratively in a group.</p>
Year 9 Beg	<p>Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions.</p> <p>Demonstrate a convincing ability to combine and apply vocal and physical skills.</p> <p>Delivery is engaging and effective throughout.</p> <p>Demonstrate a range of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</p>	<p>Consistently perform complex dance movements with accuracy, confidence and imagination.</p> <p>Perform with focus, expression, fluency and clarity.</p> <p>Perform with a clear connection to the music, performing to the beats and rhythms of the music.</p>	<p>Use basic principles of choreography, including creating, repeating and developing motifs to make the dance more interesting.</p> <p>Select and apply a wide range of skills and compositional ideas with ease without being prompted.</p> <p>Use a good range of action, space, dynamics and relationships to show a dance theme of stimulus.</p> <p>Integrate developed motifs together to create smooth links and transitions.</p>
Year 8 Sec	<p>Demonstrate a clear ability to combine and apply vocal and physical skills.</p> <p>Competent in applying clarity, pace, inflection, pitch and projection. I am competent in applying use of space, gesture, stillness and stance.</p> <p>Clear ability to create a character that supports the creative intention to an audience.</p> <p>Characterisation is developed and shows a range of mood and emotions.</p>	<p>Consistently perform complex phrases with accuracy, clarity and confidence.</p> <p>Plan, organise and lead different dance tasks safely, helping others to improve their performance.</p> <p>Perform in a range of different dance styles and themes.</p> <p>Perform using accuracy (of action and space), timing and spatial awareness.</p>	<p>Work closely with a team and contribute a range of ideas.</p> <p>Select and apply a range of ADSR to create a motif and show a theme/stimulus.</p> <p>Select and combine different compositional ideas and apply them accurately and appropriately.</p> <p>Adapt my choreography and add in and take away elements to make it better.</p> <p>Communicate the dance idea in a literal manner.</p> <p>Use choreographic devices and draw upon my knowledge to produce an effective outcome.</p> <p>Demonstrate some choreographic methods in a structured form.</p>

Year 8 Dev	<p>Consider space, gesture, stillness and stance in my performance.</p> <p>Create a character which supports the communication of creative content with adequate focus, energy and confidence that contributes to the overall performance.</p> <p>Characterisation is partially developed and shows an emerging range of mood and emotions.</p>	<p>Sometimes perform more complex dance movements with some precision, control and fluency.</p> <p>Remember and perform short dances with energy and confidence.</p> <p>Show an ability to work with others to plan and participate in tasks and activities for myself and others.</p>	<p>Work as part of a team and contribute ideas.</p> <p>Select and link together simple actions to create short dances with a strong starting position and ending position.</p> <p>Select appropriate ideas and movements for the dance theme and stimulus.</p>
Year 8 Beg			<p>Develop my work using simple choreographic devices (e.g. canon, unison, mirroring, direction and levels).</p> <p>Communicate the dance idea in a literal manner.</p>
Year 7 Sec	<p>Combine and apply vocal and physical skills and my delivery is appropriate and consistent.</p> <p>Demonstrate vocal control when applying use of clarity, pace, pitch and projection.</p>	<p>Copy and perform movements with co-ordination and control of the body.</p> <p>Perform in time with the music throughout the performance for most of the time.</p> <p>Gestures can show expression of a chosen theme but not consistently.</p>	<p>Adapt my ideas as I work.</p> <p>Create a dance with a beginning, middle and end.</p> <p>Explore simple movement ideas and link them to create a sequence.</p>
Year 7 Dev	<p>Create a character that supports the creative intent to an audience.</p> <p>Apply some vocal and physical skills during a performance.</p>	<p>Copy, repeat and remember simple dance steps and perform them in a controlled manner.</p> <p>Perform in time with the music most of the time.</p> <p>Work with others.</p> <p>Demonstrate a specific mood in my performance.</p>	<p>Select and apply simple dance actions to create a short sequence.</p> <p>Vary dance using some speed and directional changes.</p> <p>Use gestures to show expression of a chosen theme.</p> <p>Sometimes show the mood and theme of the piece.</p> <p>Develop my motif by using repetition.</p>
Year 7 Beg		<p>Use gestures, and some simple jumps and turns.</p> <p>Perform to music.</p>	<p>Show the ability to work in a team.</p> <p>Choose basic actions.</p>
T1	<p>Work extremely well in <u>different groups</u>.</p> <p>Can clearly focus your <u>ideas and suggestions</u> into a performance that is well shaped and can lead/give direction.</p>	<p>Show insight into texts and issues through deliberate choices of speech, gesture and movement, beginning to sustain and adapt different roles and scenarios.</p>	

T2	Can demonstrate an ability to explore issues and ideas with some <u>thought, imagination and understanding</u>	<u>Voice projection</u> is apparent throughout performance. <u>Characterisation</u> is constant. <u>Clear body actions</u> represent character. <u>Audience</u> are interacted with during the performance. Character is imaginative, committed and realistic.	Evaluate own/ others performances <u>constructively</u> and <u>objectively</u> making informed judgements but showing a clear understanding of <u>drama skills</u> .
T3	Focus your <u>ideas and suggestions</u> confidently into a performance that is well shaped. Work in <u>different groups</u> . Have a good knowledge of <u>drama skills</u> and use some of them in performances.	Convey straight forward ideas about characters and situations, making deliberate choices of speech, gesture and movement in different roles and scenarios.	<u>Star-star wish</u> – give two positives and one area for improvement when evaluating own and others’ performances.
T4	Some <u>ideas and suggestions</u> that are implemented into performance. Have knowledge of <u>drama skills</u> and can use them with guidance from a teacher.	<u>Vocal and movement skills</u> show character. Voice is heard when intended through most of the performance. Are able to stay in <u>character</u> for most of the performance. At some stage you interact with the <u>audience</u> during performance.	Able to select <u>drama skills</u> using <u>key terms</u> when analysing performances.
T5	Perform actions with some <u>expression</u> . You work appropriately in a <u>group situation</u> .	Show understanding of characters or situations by adapting speech, gesture and movement, helping to create roles and scenarios.	Give <u>one positive</u> aspect and <u>one area for improvement</u> . Select one <u>drama element</u> when analysing.
T6	Have <u>ideas and suggestions</u> and sometimes able to use them in performance. Share responsibility in the group and act on teachers instructions.	Use <u>vocal and movement skills</u> in a basic way. Use performance to sometimes communicate a <u>character</u> . * Adapt speech, gesture or movement to simple roles and different scenarios.	Say one positive about a performance.