**Assessment Guidance Notes**

**Dance Key Stage 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** **Name** | Perform dances using a range of movement patterns. (Essential Skill) | Explore and improvise movement ideas and respond imaginatively to stimuli. (Essential Skill) | Move confidently and safely, using changes of speed, level and direction. | Create and link movement phrases to make a simple dance structure or motif. | Perform movement phrases using a range of body actions and body parts. | Talk about how they might improve the dances. |
| **Gavin Bailey** |  **Yes** | **Yes** | **Yes** | **No** | **Yes**  | **No** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Things to consider when using the assessment criteria to support your observations.**

1. You can observe the children at the end of a lesson or at the end of a module of work.
2. Observe the children closely on how they meet the learning intensions of the lesson/s.
3. You could also record the children’s performance of their skills by using electronic devices to capture evidence.
4. It is the quality, technique and application of a skill that you feel that the child should be able to perform at that child’s age that you need to use your professional judgement. For example, by Key Stage 2 children who are performing fundamental skills are now begin to refine their skills and level of accuracy as well as becoming physically stronger. Whereas in Foundation and Key Stage 1 skills, maybe slow, uncoordinated and jerky as the child is concentrating on the skill.
5. When completing the assessment grid all you need to consider is are they at the level for their age group if you feel they are beyond that level and exceeding at a specific skill you just need to show that they are meeting the standard – not greater depth (just as there is no guidance on what greater depth looks like). This can be in the form of: Yes or No, tick or cross, meeting standard or not meeting standard or using a colours system depending on your school’s assessment policy.
6. Once assessments are completed these can be used throughout the child’s school journey with support provided to the child in the areas that the child is not able to meet at that time in their journey.
7. **Always remember it is your professional judgement when assessing the children in your sessions.**