

### 3.9.3 Dance Activities

#### Educational Dance

The candidate is assessed on their ability to choreograph and perform a formal solo dance with the use of music as a sound stimulus lasting a maximum of four minutes. The following regulations apply:

- no floor size requirement;
- choreography and performance of a solo dance sequence of a maximum of 4 minutes;
- use of music or sound stimulus;
- the candidate will produce a written programme prior to assessment and moderation.

The formal solo dance should contain the following technical elements:

- jumps
- leaps
- balances
- rolls
- turns

Assessment is based on performance in a fully choreographed solo dance where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- **Shape**  
style and aesthetic quality;  
consistency and maintaining ambience throughout;  
control - movement and use of space;  
overall efficiency.
- **Form**  
the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations.
- **Consistency**  
the continuity/flow of the sequence;  
the aesthetic quality;  
the quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness.
- **Control**  
success in both the individual elements and the sequence as a whole.

These assessment phases are used in conjunction with the following assessment criteria for the formal choreographed solo dance.

**Educational Dance**

**Unit 2567**

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures. The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography. Performances in the formal performance situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the dance. Under performance pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional and choreographic strategies. Performances in the formal performance situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance. There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. Performances in the formal performance situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance. There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional and choreographic strategies. Performances in the formal performance situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the formal performance situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.