**Personal Learning Checklist – Component 2 - Section A.**

**Safe Working Practises (process and performance)**

|  |  |  |  |
| --- | --- | --- | --- |
| I know the importance of appropriate dancewear, including footwear, hairstyle and absence of jewellery. |  |  |  |
| I know how to justify why appropriate dancewear is important.  |  |  |  |
| I know what safe execution of dance movement is. Including how to move safely in and out of the floor.  |  |  |  |
| I can describe an effective warm up. |  |  |  |
| I can describe an effective cool down. |  |  |  |
| I can justify the importance of an effective warm up.  |  |  |  |
| I can justify the importance of an effective cool down.  |  |  |  |
| I know and can describe what makes up a balanced diet |  |  |  |
| I know the importance of Hydration |  |  |  |

**Mental Skills and Attributes (process and performance)**

|  |  |  |  |
| --- | --- | --- | --- |
| I can say the definitions of systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback and capacity to improve. |  |  |  |
| I can apply my understanding of the mental skills and attributes to my own process. |  |  |  |
| I can say the definitions of movement memory, commitment, concentration and confidence.  |  |  |  |
| I can identify my application of these skills to my performance.  |  |  |  |

**Physical skills and attributes**

|  |  |  |  |
| --- | --- | --- | --- |
| I can identify and define the 11 physical skills.  |  |  |  |
| I can acknowledge where these skills are seen in taught performance work. |  |  |  |
| I know techniques and exercises to improve the 11 physical skills.  |  |  |  |
| I can apply the 11 physical skills to component 1-performance phrases.  |  |  |  |
| I can create exercises, which focus on the 11 physical skills.  |  |  |  |
| I can explain how the use of any of the skills contribute to the effectiveness of a performance. |  |  |  |

**Expressive skills**

|  |  |  |  |
| --- | --- | --- | --- |
| I can identify the 8 expressive skills used in performance.  |  |  |  |
| I can acknowledge where these skills are seen in taught performance work.  |  |  |  |
| I know techniques and exercises to improve the 8 expressive skills.  |  |  |  |
| I can apply the 8 expressive skills to all performance and choreography elements of the course.  |  |  |  |
| I can explain how the use of any of the skills contribute to the effectiveness of a performance. |  |  |  |