



Dance progression of skills

| | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---|---|---|--|--|---|---|
| Health and Fitness | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |

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|-----------------------------------|--|---|---|--|--|--|---|
| Skill acquisition and development | <p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p> | <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> | <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p> | <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways</p> |



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| | | | | | | <p>rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p> | <p>of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> |
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|-------------|---|---|--|---|---|--|---|
| Performance | Control my body when performing a sequence of movements. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. | Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. | Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. |
| Evaluation | Talk about what they have done. Talk about what others have done. | Watch and describe performances. Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |



Dance progression of skills

Dance performance assembly elements 2021-2022

EYFS and KS1

| Class | Dance genres and steps | Expression and performance | Wellbeing/personal development |
|---------|--|---|---|
| Nursery | Repeat 3-4 movements with expression | Perform to an audience with confidence and expression | Link dance to feeling happy |
| Rec | Repeat at least 5 steps expressively and move at least once from starting position. | Understand importance of starting on left or right foot and/or all using the same hand or arm. | Think about the character they are playing in the dance and how to show this. |
| Y1 | Repeat a range of steps and movements changing positions at least once. Include at least one element of the routine working with a partner. | Understand importance of starting on left or right foot and/or all using same hand/arm. | Think about the character they are playing in the dance and how to show this. |
| Y2 | Include at least one element of the routine working with a small group. Whole class change formation at least once. | Show greater coordination and consistency of starting on left or right foot and/or all using same hand/arm. | Express the character of the dance using body and face. |



Dance progression of skills

Dance performance assembly elements 2021-2022

KS2

| Class | Dance genres and steps | Expression and performance | Wellbeing/personal development |
|-------|--|--|--|
| Y3 | A section of the routine in a recognisable dance genre, one change of formation to include a change of front row performers. Ensure children's feet move frequently from one spot. | Insist on correct starting foot/arm/hand (in most cases). Use ipad to review and appraise rehearsals. | Use mirrors to raise profile of confident self-expression in performance. |
| Y4/5 | A section of the routine in a recognisable dance genre, two changes of formation to create a new front row of performers. Include at least one element choreographed by pupils. One section to include at least two groups performing a different move at the same time. | Insist on correct starting foot/arm/hand (in most cases). Use ipad to review and appraise rehearsals. Examine importance of timing and keeping the correct beat. | Use mirrors to raise profile of confident self-expression in performance. |
| Y5/6 | A section of the routine in a recognisable dance genre, multiple changes of formation. Include at least one element choreographed by pupils. Two sections to include at least two groups performing a different move at the same time. | Insist on correct starting foot/arm/hand (in most cases). Use ipad to review and appraise rehearsals. Insist on correct timing (in most cases). Include at least one pause/halt to movement so children see power of freezing and picking a routine back up again. | Use mirrors to raise profile of confident self-expression in performance. Spend time thinking about facial expression and whole body movement- ie use of shoulders, waist, hips/ letting a movement travel through the body. |