

Dance

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Knowledge and understanding of health and fitness
4. Evaluating and improving performance

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Music and movement | Dance | Dance | Dance | Dance | Dance | Dance |
| A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 |
| <p>Begin to explore movements and respond imaginatively to stimuli</p> <p>I can copy and explore basic body patterns</p> <p>I can copy actions and link them with sound and rhythm</p> <p>Have awareness of personal space and others space in order to change direction and speed safely</p> <p>I can copy actions and move freely in my own space safely</p> | <p>explore movement ideas and respond imaginatively to a range of stimuli</p> <p>I can perform and link basic body patterns</p> <p>I respond imaginatively to a variety of stimuli</p> <p>move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>I can follow and perform with varied dynamics levels and speed</p> | <p>explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</p> <p>I can link body patterns with a partner with expression</p> <p>I can perform with control and co-ordination and respond to stimuli</p> | <p>improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p> <p>I can improvise freely on my own and with a partner</p> <p>I can translate ideas from a variety of stimuli</p> | <p>explore and create characters and narratives in response to a range of stimuli</p> <p>I can translate ideas from a variety of stimuli into movement</p> <p>I can create character movement using varied dynamics and respond to a range of stimuli</p> | <p>explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>I can improvise freely on my own with fluency, precision and control</p> <p>I can vary dynamics with a partner and as part of a group</p> | <p>explore, improvise and combine movement ideas fluently and effectively</p> <p>I can continually demonstrate rhythm and spatial awareness in improvisation of movement</p> <p>I can perform with fluency and adapt movements</p> |
| A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 | A1 A2 S1 S2 S1 S2 |
| <p>compose a simply dance routine with a beginning middle and end sequence explore ways to perform movements</p> | <p>compose and link movement to make simple dances with clear beginnings, middles and ends perform movement</p> | <p>compose and perform dance phrases and short dances that express and communicate moods, ideas and</p> | <p>create and link dance phrases using a simple dance structure or motif perform dances with an awareness of</p> | <p>perform complex dance phrases and dances that communicate character and narrative</p> | <p>perform dances expressively, using a range of performance skills</p> <p>I can perform with precision, control and</p> | <p>begin to use basic compositional principles when creating their dances</p> <p>I can modify my performance and that</p> |

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| <p>with a range of body parts and actions I can copy a simple dance sequence I can choose actions and link them with sound, music and rhythm</p> | <p>phrases using a range of body actions and body parts I can follow a dance sequence with varied dynamics I can vary dynamics levels, speed and direction</p> | <p>feelings choosing and varying simple compositional ideas I can perform using a range of actions and communicate expression through dynamic movement</p> | <p>rhythmic, dynamic and expressive qualities, on their own, with a partner and in small group I can develop and adapt movements and motifs to create a simple dance</p> | <p>I can compare, develop and adapt movements and motifs to create longer dances</p> | <p>fluency in response to stimuli</p> | <p>of others using dance vocabulary and principles when creating routines</p> |
| <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> | <p>A1 A2 S1 S2 S1 S2</p> |
| <p>Begin to describe what their bodies feel like when they exercise I can describe how my body feels during exercise</p> | <p>recognise how their body feels when still and exercising I can safely perform a teacher led warm up and cool down</p> | <p>understand the importance of warming up and cooling down I understand the importance of warm up and cool down</p> | <p>keep up activity over a period of time and know they need to warm up and cool down for dance I can recognise the continuous changes in my body during dance</p> | <p>know and describe what you need to do to warm up and cool down for dance I understand how to warm up and cool down safely for dance</p> | <p>organise their own warm-up and cool-down activities to suit the dance I can create a warm up and cool down routine</p> | <p>understand why dance is good for their fitness, health and wellbeing I understand and can give reasons why dance is good for your health and well being</p> |
| <p>watch and copy others I can watch and copy my partners body movements begin to describe theirs and others dance actions I can describe my own and others movements</p> | <p>talk about dance ideas inspired by different stimuli I can discuss my own and others actions to different stimuli copy, watch and describe dance movement I can describe my own and others performance using simple vocabulary</p> | <p>watch and describe dance phrases and dances and use what they learn to improve their own work I can watch others and compare using simple dance vocabulary to improve my own work</p> | <p>describe and evaluate some of the compositional features of dances performed with a partner and in a group I can evaluate and improve the compositional features of my dance with a partner or group</p> | <p>describe, interpret and evaluate their own and others' dances, taking account of character and narrative I can use vocabulary to evaluate and improve my own and others dance narrative</p> | <p>describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context I can interpret and evaluate performances showing an understanding of the principles and varied styles of dance</p> | <p>understand how a dance is formed and performed evaluate, refine and develop their own and others work I understand the components required to structure a dance routine applying varied dynamics, motifs, precision and control</p> |