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| **Dance Progressions of skills** | | | |
| **KS2 National Curriculum Aims**   * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * Perform dances using a range of movement patterns * Take part in outdoor and adventurous activity challenges both individually and within a team * Compare their performances with previous ones and demonstrate improvement to achieve their personal best | | **KS2 National Curriculum Aims**  The main KS2 national curriculum aims covered in the Dance units are:   * develop flexibility, strength, technique, control and balance * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Copy remember and perform a dance phrase  Create short dance phrases that communicate an idea.  Use canon, unison and formation to represent an idea.  Match dynamic and expressive qualities to a range of ideas.  Use counts to keep in time with a partner and group.  **Skills**  **Actions**: create actions in response to a stimulus individually and in groups.  **Dynamics**: use dynamics effectively to express an idea.  **Space**: use direction to transition between formations. Relationships: develop an understanding of formations.  **Performance**: perform short, self-choreographed phrases showing an awareness of timing.  **Knowledge**  **Actions**: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  **Dynamics**: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. **Relationships**: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  **Performance**: understand that I can use timing techniques such as canon and unison to create effect.  **Strategy**: know that if I show sensitivity to the music, my performance will look more complete. | Copy, remember and adapt set choreography.  Choreograph considering structure individually, with a partner and in a group.  Use action and reaction to represent an idea.  Change dynamics to express changes in character or narrative.  Use counts when choreographing short phrases.  **Skills**  **Actions**: respond imaginatively to a range of stimuli related to character and narrative.  **Dynamics**: change dynamics confidently within a performance to express changes in character.  **Space**: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. **Performance**: perform complex dances that communicate narrative and character well, performing clearly and fluently.  **Knowledge**  **Actions**: understand that some actions are better suited to a certain character, mood or idea than others.  **Dynamics**: understand that some dynamics are better suited to a certain character, mood or idea than others. **Space**: understand that space can be used to express a certain character, mood or idea.  **Relationships**: understand that some relationships are better suited to a certain character, mood or idea than others. **Performance**: know that being aware of other performers in my group will help us to move in time.  **Strategy**: know that I can select from a range of dance techniques to translate my idea. | Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.  Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.  Confidently perform choosing appropriate dynamics to represent an idea.  Use counts accurately when choreographing to perform in time with others and the music.  **Skills**  **Actions**: choreograph dances by using, adapting and developing actions and steps from different dance styles.  **Dynamics**: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles.  **Relationships**: confidently use formations, canon and unison to express a dance idea.  **Performance**: perform dances expressively, using a range of performance skills, showing accuracy and fluency.  **Knowledge**  **Actions**: understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics**: understand that different dance styles utilise selected dynamics to express mood.  **Space**: understand that space relates to where my body moves both on the floor and in the air.  **Relationships**: understand that different dance styles utilise selected relationships to express mood.  **Performance**: understand what makes a performance effective and know how to apply these principles to my own and others’ work. **Strategy**: know that if I use dance principles it will help me to express an atmosphere or mood. | Perform dances  confidently and  fluently with accuracy  and good timing.  Work creatively and  imaginatively  individually, with a  partner and in a group  to choreograph longer  phrases and structure  dance considering  actions, space,  relationship and  dynamics in relation to  a theme.  Improvise and  combine dynamics  demonstrating an  awareness of the  impact on  performance  Use counts when  choreographing and  performing to  improve the quality  of work.  **Skills**  **Actions**: show controlled movements which express emotion and feeling.  **Dynamics**: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:** use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.  **Knowledge**  **Actions**: understand that actions can be improved with consideration to extension, shape and recognition of intent.  **Dynamics**: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. **Space and relationships**: know that combining space and relationships with a prop can help me to express my dance idea.  **Performance**: understand how a leader can ensure our dance group performs together.  **Strategy**: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. |