

## Progression in Dance

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age-related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to move with some control and co-ordination and respond in movement to a musical stimulus. They will have learnt a repertoire of dance like activities i.e. Action Rhymes and Dancing Stories. This will help establish awareness of personal and interpersonal space, sequential and repeating patterns of movement and develop their social skills. As they move through KS1 they will be creating their own movement sequences in response to their imagination, moods and feelings and displaying greater ability to maintain a rhythm. KS2 focuses on using a wide range of stimuli in order to create and perform dances. The curriculum offers opportunities for pupils to learn dances from different cultures and genre. By the time they reach Yr5 they should be able to demonstrate how to prepare themselves for physical activity and use a range of compositional devices in their dance compositions. By Y6 the pupils should be able to talk knowledgeably about dance using correct vocabulary i.e. appreciate the choreographer's artistic intention and the performers' techniques. They will also have participated in dance productions. **Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.**

Scheme of work reference	Skill	Knowledge	Vocabulary
<b>Foundation stage</b>  EYFS Unit 1 and 4 Early Years Dancing Games	Copy and explore basic actions. Begin to combine movements using different parts of the body. Practise moving expressively and clearly. Show some rhythmic intention in their movements.	Recognise a beginning and ending of a sequence. Recognise and participate in simple action rhymes and dance stories. Show an awareness of self and others; recognise changes in their bodies when active.	Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom.
<b>Year 1</b> Unit 1. Simple movement patterns Unit 2. Exploring gesture & formation Unit 3. Exploring patterns & pathways Unit 4. Telling a story through dance	Perform basic body actions Perform a sequence with clear beginning, middle and end. Use different parts of the body singly and in combination.	Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Talk about dance. Remember and repeat short dance phrases and simple dances. Recognise how daily physical activity can improve their health Talk about what happens to the body when it is active. To understand how being active is healthier than sitting still.	Words to describe actions: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, directions: forwards, backwards, sideways space: near, far, in and out, on the spot, own. moods and feelings (expressive qualities), e.g. jolly, stormy nature of movement (dynamic qualities), e.g. fast, strong, gentle, fast, slow formation: star, arches, circles, square, long set change direction, clockwise and counter-clockwise physical activity improving health: muscles, joints, bones, being active, hearts, lungs Being active: tired, hot, sweaty, heart rate.

<p><b>Year 2</b>  Unit 1. Communicating different mood, feelings &amp; ideas  Unit 2. Using dynamics  Unit 3. Performing a style of dance</p>	<p>Perform body actions with control (set counts) and coordination.  Link actions and remember and repeat dance phrases of two or more specific steps.</p>	<p>Choose movements with different dynamic qualities to create a dance phrase that expresses an idea, mood or feeling.  Describe their movements and feelings using simple dance vocabulary.  Show some awareness of the health benefits of being active.  To understand the role of physical activity in achieving energy balance, and why energy balance is part of being healthy.</p>	<p>Words to describe:  body parts, body actions, directions and levels relationships: near/far; meeting/parting; advancing/retreating; leading/following; mirroring/matching  Pathways e.g. curved, zigzag.  moods, ideas and feelings e.g. happy, angry, calm, excited, sad, lonely  A forest i.e. creepy shadowy, swaying, under and over, wrapped around, through, tangled, entwining, hanging, creepers, stillness, silence, supporting.  salsa poise and posture body focus steps: - basic, pivot, turn, beats and pulse, expression rhythm exaggeration, artistry areography, choreography, dynamics, synchronised, simultaneous,  How it feels to dance or watch dance.  Benefits of being active: heart, skeleton, oxygen, stretch, muscles, stamina, heart rate recovery, warm-up, cool down.</p>
<p><b>Year 3</b>  Unit 1. Linking dance actions  Unit 2. Exploring cultural dance</p>	<p>Use dynamic, rhythmic and expressive qualities clearly and with control.</p>	<p>Improvise freely, translating ideas from a stimulus into movement.  Suggest and share improvements to their own and others dancing using dance vocabulary.  Show some understanding of the short-term effects of physical activity on the body.</p>	<p>Words to describe:  Actions, dynamics, space and relationships. group formations, e.g. square, circle, line, partner, copy, follow, lead, unison, canon, repeat structure, motif, dance phrase, improvisation, explore, rhythmic chants, e.g. high, low, sequence, movement phrase, counts, beats, pattern, stomping, clapping, jumping, heavy, sinking; into the ground, energetic movements, narrative movements.  Short term effects of exercise: breathing, heart rate, temperature, muscles, oxygen, energy.</p>

<p><b>Year 4</b> Unit 1. Re-telling a story Unit 2. Characterisation</p>	<p>Use “contrasts” to create and extend movement phrase. Pay attention to the transition from one dance movement to another to link movement phrases clearly and fluently. Display and demonstrate awareness of spatial qualities in dance. Can repeat their own conditional phrase in a warmup.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative. Can portray a mood through movement <b>Understand how physical activity should feel for health benefits.</b></p>	<p>Words to describe: dance style, technique, formation, pattern, pathway, gesture, counts and rhythm, motif, phrase, sequence variation, narrative, dynamics, shape e.g. tall, long, wide, narrow, direction e.g. up, down, forwards, level e.g. high, low, stretch tension, extension, relaxation. Physical activity benefits: energetic, moderate, intensity, 60 minutes a day.</p>
<p><b>Year 5</b> Unit 1. Formations in historical dance Unit 2. Communicating issues</p>	<p>Respond to the phrasing of music. Perform different styles of dance clearly, rhythmically and fluently. Can undertake own warm up and cool down in a dance session.</p>	<p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance . <b>Understand the long-term health benefits of physical activity.</b></p>	<p>Dance vocabulary to describe and appreciate other dance works. compose, perform and appreciate dance style: traditional, contemporary; morris, pavane technique: poise, lilt, precision formation, Long set, Processional, circle gesture; rhythm, motif, variation Specific dance steps: slip step, single, double, pivot Long term benefits of physical activity: mental health, social health and psychological well-being, strength, stamina and flexibility.</p>
<p><b>Year 6</b> Unit 1. Visual media Unit 2. Putting on a performance</p>	<p>Demonstrate how to prepare themselves for a dance session. Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase. Perform dances fluently and with control.</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Perform to an accompaniment expressively and sensitively. <b>Understand the effects of exercise on the body.</b></p>	<p>Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention dynamics: unison, canon, action, reaction; stillness, question and answer, interpret, explore Effects of exercise: components of fitness, monitor, muscular strength, muscle tone, posture, flexibility, conditioning.</p>
<p><b>Cross curricular links:</b></p>	<p>Purple = English, Red = Science, Blue = Maths, Yellow = Humanities, Pink = Computing PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: How the body responds to physical activity The physical health benefits of being active Health links.</p>		