



Dance

knowledge and skills progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Levels, Directions, Pathways, Speed, Rhythm		Space, Repeat, Dance Phrase, Improvisation, Character, Gesture, Repetition, Action and reaction, Prop, Pattern		Dance style, Technique, Formation, Pattern, Rhythm, Variation, Improvisation, Unison, Canon, Action, Reaction, Motif, Phrase, Interpret, Exploration	
Knowledge		Children know: <ul style="list-style-type: none">• Dance can be thought of as a narrative.• Movements can be sequenced to create a dance.• There is 'strong' and 'light' music and there are strong and light movements.• There are different levels and directions within a space.• When dancing with a partner it is important to be aware of each other and keep time.	Children know: <ul style="list-style-type: none">• you can use different parts of your body within a dance sequence.• that changing rhythm and speed can enhance a dance performance and change how the choreography looks.• that you can change levels and direction throughout a sequenced dance routine.• that you can use repetition and patterns within dance sequences	Children know: <ul style="list-style-type: none">• how to improvise freely and translate ideas from a stimulus into movement• Know that they can coordinate different body parts at the same time to create a dance.	Children know: <ul style="list-style-type: none">• how to compose own dances in a creative way• the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence.• the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.• that dance can communicate feelings and narratives.• and can state which aspects of own performance were particularly strong and which they could improve on.• varying number of styles of dance	Children know: <ul style="list-style-type: none">• how to compose own dances in a creative way, individually, with a partner and within a small group.• the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.• the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.• that dance can communicate an idea, as well as feelings and narratives.• and can state which aspects of own and others' performance were particularly strong and which they could improve on.	Children know: <ul style="list-style-type: none">• how to develop sequences in a specific style
Skills	Dance	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. To use the correct terminology for body parts involved in dance routines.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Share and create phrases with a partner or small group Remember and repeat dance perform phrases Can understand that they can create shapes at different levels to ensure a varied routine. Can use everyday movements (running, jumping etc) to create dance moves.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music. Chooses appropriate style of dance/movements/sequencing as appropriate to the music	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the 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. Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece. Develop sequences in a specific style of dance. Choose own music and style	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways 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.
	Perform	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music
	Evaluate	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.