

# P.E. Progression Document (Dance)



GILES BROOK SCHOOL

Early Years		
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>

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Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• <b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b></li> <li>• <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></li> <li>• <b>Manage their own basic hygiene and personal needs, including dressing.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Work and play cooperatively and take turns with others.</b></li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></li> <li>• <b>Demonstrate strength, balance and coordination when playing.</b></li> <li>• <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• <b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></li> </ul>

Dance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances, using simple movement patterns</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
<b>Dance Compose</b>	<p><i>Copy some moves</i></p> <p><i>Develop control of movement using:</i></p> <p><i>Actions (WHAT) – travel, stretch, twist, turn, jump</i></p> <p><i>Space (WHERE) – forwards, backwards, sideways, safely showing an awareness of others</i></p> <p><i>Relationships (WHO) – on own and with a partner</i></p>	<p><i>Develop control of movement using:</i></p> <p><i>Actions (WHAT) – travel, stretch, twist, turn, jump</i></p> <p><i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i></p> <p><i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i></p>	<p><i>Create dance phrases/dances to communicate an Idea</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, jump, stillness</i></p> <p><i>Space (WHERE); direction</i></p> <p><i>Relationships (WHO); duo/solo</i></p> <p><i>Dynamics (HOW); explore speed</i></p> <p><i>Link phrases to music</i></p>	<p><i>Create dance phrases/dances to communicate an Idea</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction and levels</i></p> <p><i>Relationships (WHO); whole group/duo/solo, unison/canon</i></p>	<p><i>Create longer, challenging dance phrases/dances</i></p> <p><i>Select appropriate movement material to express ideas/thoughts/feelings</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction, level, pathways</i></p>	<p><i>Create longer, challenging dance phrases/dances</i></p> <p><i>Select appropriate movement material to express ideas/thoughts/feelings</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction, level, pathways</i></p>

	<p><i>Dynamics (HOW) – slowly, quickly,</i></p> <p><i>Use own ideas to sequence dance</i></p> <p><i>Sequence and remember a short dance</i></p>	<p><i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i></p> <p><i>Use own ideas to sequence dance</i></p> <p><i>Sequence and remember a short dance</i></p>		<p><i>Dynamics (HOW); explore speed, energy</i></p> <p><i>Choreographic devices; motif, motif development and repetition</i></p> <p><i>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</i></p> <p><i>Link phrases to music</i></p>	<p><i>Relationships (WHO); solo/duo/trio, unison/canon</i></p> <p><i>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</i></p> <p><i>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</i></p> <p><i>Link phrases to music</i></p>	<p><i>Relationships (WHO); solo/duo/trio, unison/canon/Contrast</i></p> <p><i>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</i></p> <p><i>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</i></p> <p><i>Link phrases to music</i></p>
Dance Perform	<p><i>Move spontaneously showing some control and Co-ordination</i></p> <p><i>Move with confidence when walking, hopping, jumping</i></p> <p><i>Move with rhythm in the above actions</i></p> <p><i>Move in time with music</i></p> <p><i>Co-ordinate arm and leg actions (e.g. march and clap)</i></p>	<p><i>Move spontaneously showing some control and Co-ordination</i></p> <p><i>Show confidence when moving and landing</i></p> <p><i>Move with rhythm in the above actions and move in time with music</i></p> <p><i>Demonstrate good balance</i></p> <p><i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p>	<p><i>Perform dance to class audience</i></p> <p><i>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy and Continuity</i></p> <p><i>Demonstrate use of space – levels, directions, pathways and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison</i></p>	<p><i>Perform dance to class audience showing confidence</i></p> <p><i>Show co-ordination, control and strength (Technical Skills)</i></p> <p><i>Show focus, projection and musicality (Expressive Skills)</i></p> <p><i>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy and Continuity</i></p>	<p><i>Perform dance to an audience showing confidence and clarity of actions</i></p> <p><i>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</i></p> <p><i>Show focus, projection, sense of style and musicality (Expressive Skills)</i></p> <p><i>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</i></p>	<p><i>Perform dance to an audience showing confidence and clarity of actions</i></p> <p><i>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</i></p> <p><i>Show focus, projection, sense of style and musicality (Expressive Skills)</i></p> <p><i>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</i></p>

				<p><i>Demonstrate use of space – levels, directions, pathways and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</i></p>	<p><i>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</i></p> <p><i>Demonstrate use of space – levels, directions, pathways, size and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i></p>	<p><i>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</i></p> <p><i>Demonstrate use of space – levels, directions, pathways, size and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i></p>
<p><b>Dance Appreciate</b></p>	<p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand and use simple dance vocabulary</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social Context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and evaluate their own and others' work</i></p>	<p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social Context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and evaluate their own and others' work</i></p>