



National Curriculum: Progression in P.E. (Dance)

| Dance | | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances, using simple movement patterns | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 performance with previous ones and demonstrate improvement to achieve their personal best | | | |
| Dance Compose | <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, safely showing an awareness of others</p> | <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner</p> | <p>Create dance phrases/dances to communicate an Idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, jump, stillness</p> <p>Space (WHERE); direction</p> <p>Relationships (WHO); duo/solo</p> | <p>Create dance phrases/dances to communicate an Idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> | <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> | <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> |

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| | <p><i>Relationships (WHO) – on own and with a partner</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>by teaching each other 2 movements to create a dance with 4 actions</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</i></p> <p><i>Link phrases to music</i></p> | <p><i>Relationships (WHO); whole group/duo/solo, unison/canon</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>Space (WHERE); formation, direction, level, pathways</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>Space (WHERE); formation, direction, level, pathways</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>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>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,</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,</i></p> |

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| | | | <p><i>Demonstrate different relationships – mirroring, unison</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, canon, complementary & contrasting</i></p> | <p><i>turn, gesture, jump and stillness</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>turn, gesture, jump and stillness</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>Dance Appreciate</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> |