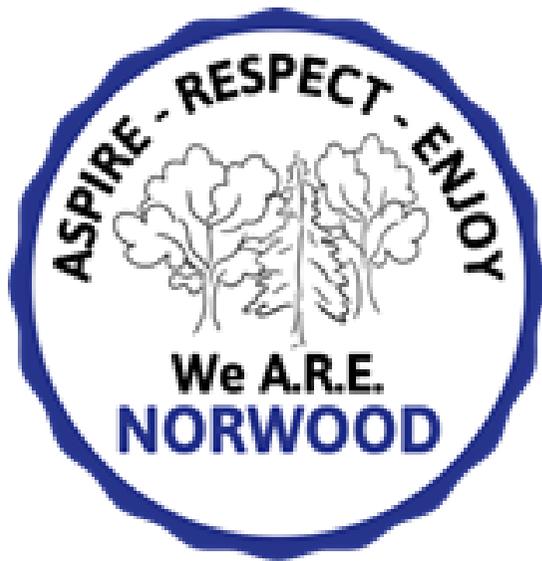


# Curriculum Skills and Progression Map

## Physical Education – Dance



### Key Concepts:

**Teamwork**

**Determination**

**Self-Belief**

**Passion**

**Honesty**

**Respect**

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Organisation of knowledge	Actions	Dynamics	Space and Relationships	Performance
Relevant ELG	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> </ul>			
Vocabulary	<b>See appendix 1</b>			
KS1 readiness objectives	<ul style="list-style-type: none"> <li>- To use a more fluent style of moving, developing control and grace.</li> <li>- To combine different movements with ease and fluency.</li> <li>- To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>- To use their core muscle strength to achieve a good posture.</li> <li>- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>			

<b>Programmes of study Year 1</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- perform dances using simple movement patterns.</li> </ul>			
Organisation	Actions	Dynamics	Space and Relationships	Performance
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- copy, remember and repeat actions to represent a</li> </ul>	<ul style="list-style-type: none"> <li>- explore varying speeds to represent an idea</li> </ul>	<ul style="list-style-type: none"> <li>- explore pathways within my performance</li> </ul>	<ul style="list-style-type: none"> <li>- perform on my own and with others to an audience.</li> </ul>

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	<p>theme. Create my own actions in relation to a theme.</p> <ul style="list-style-type: none"> <li>- understand that actions can be sequenced to create a dance.</li> </ul>	<ul style="list-style-type: none"> <li>- understand that I can create fast and slow actions to show an idea</li> </ul>	<ul style="list-style-type: none"> <li>- begin to explore actions and pathways with a partner.</li> <li>- understand that there are different directions and pathways within space</li> <li>- understand that when dancing with a partner it is important to be aware of each other and keep in time.</li> </ul>	<ul style="list-style-type: none"> <li>- know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>To explore travelling actions and use counts of 8 to move in time with the music            To remember and repeat actions and respond imaginatively to a stimulus            To copy, remember and repeat actions that represent the theme            To copy, repeat, create and perform actions that represent the theme            To use expression and create actions that relate to the story            To use a pathway when travelling            To copy, repeat and choose actions that represent the theme            To show changes in expression, level and shape</p>			
<p><b>Vocabulary</b></p>	<p><b>See Appendix 1</b></p>			

<b>Programmes of study</b> <b>Year 2</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- perform dances using simple movement patterns.</li> </ul>			
<b>Organisation</b>	<b>Actions</b>	<b>Dynamics</b>	<b>Space and Relationships</b>	<b>Performance</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- accurately remember, repeat and link actions to express an idea.</li> <li>- know that sequencing actions in a particular order will help me to tell the story of my dance</li> </ul>	<ul style="list-style-type: none"> <li>- develop an understanding of dynamics.</li> <li>- understand that I can change the way I perform actions to show an idea.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- develop the use of pathways and travelling actions to include levels.</li> <li>- explore working with a partner using unison, matching and mirroring.</li> <li>- know that I can use different directions, pathways and levels in my dance.</li> <li>- know that using counts of 8 will help me to stay in time with my partner and the music.</li> </ul>	<ul style="list-style-type: none"> <li>- develop the use of facial expressions in my performance.</li> <li>- know that using facial expressions helps to show the mood of my dance.</li> </ul>
<b>Assessment opportunities</b>	<p>To repeat, link and choose actions</p> <p>To create actions and accurately copy other's actions</p> <p>To copy, remember and repeat actions using facial expressions to show different characters</p> <p>To perform in unison creating shapes with a partner</p> <p>To be able to mirror a partner and create ideas</p> <p>To copy, repeat and create actions in response to a stimulus</p> <p>To copy, create and perform actions considering dynamics</p> <p>To create a short dance phrase with a partner showing clear changes of speed</p>			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

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<p><b>Programmes of study</b>  Year 3</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
Organisation	Actions	Dynamics	Space and Relationships	Performance
<p><b>Progression objectives</b></p>	<ul style="list-style-type: none"> <li>- create actions in response to a stimulus individually and in groups.</li> <li>- understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</li> </ul>	<ul style="list-style-type: none"> <li>- use dynamics effectively to express an idea.</li> <li>- understand that all actions can be performed differently to help to show effect.</li> </ul>	<ul style="list-style-type: none"> <li>- use direction to transition between formations.</li> <li>- develop an understanding of formations.</li> <li>- understand that I can use space to help my dance to flow</li> <li>- understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>- perform short, self-choreographed phrases showing an awareness of timing.</li> <li>- understand that I can use timing techniques such as canon and unison to create effect.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>To create actions in response to a stimulus and move in unison with a partner - To create actions to move in contact with a partner or interact with a partner - To understand how dynamics affect the actions performed.- To be able to select and use actions to represent an idea - To work with a partner to choose actions that relate to an idea - To remember and repeat actions, using dynamics to clearly show different phrases - To choose actions which relate to the idea, using space and timing to make my work look interesting - To understand and use formations, choosing poses which relate to the stimulus - To use transitions and changes of timing to move into and out of shapes</p>			
<p><b>Vocabulary</b></p>	<p><b>See Appendix 1</b></p>			

<p><b>Programmes of study</b> <b>Year 4</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
<p><b>Organisation</b></p>	<p><b>Actions</b></p>	<p><b>Dynamics</b></p>	<p><b>Space and Relationships</b></p>	<p><b>Performance</b></p>
<p><b>Progression objectives</b></p>	<ul style="list-style-type: none"> <li>- respond imaginatively to a range of stimuli related to character and narrative.</li> <li>- understand that some actions are better suited to a certain character, mood or idea than others</li> </ul>	<ul style="list-style-type: none"> <li>- change dynamics confidently within a performance to express changes in character.</li> <li>- understand that some dynamics are better suited to a certain character, mood or idea than others.</li> </ul>	<ul style="list-style-type: none"> <li>- confidently use changes in level, direction and pathway</li> <li>- use action and reaction to represent an idea.</li> <li>- understand that space can be used to express a certain character, mood or idea.</li> <li>- understand that some relationships are better suited to a certain character, mood or idea than others.</li> </ul>	<ul style="list-style-type: none"> <li>- perform complex dances that communicate narrative and character well, performing clearly and fluently</li> <li>- know that being aware of other performers in my group will help us to move in time.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>To copy and create actions in response to an idea and be able to adapt this using changes of space - To choose actions which relate to the theme - To understand how dynamics, space and relationships can be used to represent a dance idea - To use actions, dynamics, space and relationships to represent a dance idea - To remember and repeat actions and create dance ideas in response to a stimulus- To use action and reaction when creating ideas with a partner - To remember, repeat and create actions to represent an idea - To use choreographing ideas to change how actions are performed</p>			
<p><b>Vocabulary</b></p>	<p><b>See Appendix 1</b></p>			

<b>Programmes of study Year 5</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
<b>Organisation</b>	<b>Actions</b>	<b>Dynamics</b>	<b>Space and Relationships</b>	<b>Performance</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- choreograph dances by using, adapting and developing actions and steps from different dance styles</li> <li>- understand that different dance styles utilise selected actions to develop sequences in a specific style.</li> </ul>	<ul style="list-style-type: none"> <li>- confidently use dynamics to express different dance styles</li> <li>- understand that different dance styles utilise selected dynamics to express mood.</li> </ul>	<ul style="list-style-type: none"> <li>- confidently use direction and patterning to express different dance styles.</li> <li>- confidently use formations, canon and unison to express a dance idea.</li> <li>- understand that space relates to where my body moves both on the floor and in the air</li> <li>- understand that different dance styles utilise selected relationships to express mood.</li> </ul>	<ul style="list-style-type: none"> <li>- perform dances expressively, using a range of performance skills, showing accuracy and fluency</li> <li>- understand what makes a performance effective and know how to apply these principles to my own and others' work.</li> </ul>
<b>Assessment opportunities</b>	To create a dance using a random structure and perform the actions showing quality and control - To understand how changing the dynamics of an action changes the appearance of the performance - To understand and use relationships and space to change how a performance looks - To work with a group to create poses and link them together using transitions - To use choreographing devices when working as a group - To copy and repeat movements in the style of Rock 'n' Roll - To work with a partner to copy and repeat actions keeping in time with the music - To work collaboratively with a group to create a dance in the style of Rock 'n' Roll			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

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<b>Programmes of study Year 6</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
<b>Organisation</b>	<b>Actions</b>	<b>Dynamics</b>	<b>Space and Relationships</b>	<b>Performance</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- show controlled movements which express emotion and feeling.</li> <li>- understand that actions can be improved with consideration to extension, shape and recognition of intent.</li> </ul>	<ul style="list-style-type: none"> <li>- explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</li> <li>- understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea</li> </ul>	<ul style="list-style-type: none"> <li>- use a variety of compositional principles when creating my own dances.</li> <li>- know that combining space and relationships with a prop can help me to express my dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</li> <li>- understand how a leader can ensure our dance group performs together</li> </ul>
<b>Assessment opportunities</b>	<p>To copy and repeat a set dance phrase showing confidence in movements</p> <p>To work collaboratively with a partner to explore and develop the dance idea</p> <p>To use changes in level and speed when choreographing</p> <p>To copy and create actions using a prop as a dance stimulus</p> <p>To use choreographing devices to improve how the performance looks</p> <p>To select actions and dynamics to convey different characters</p> <p>To choreograph a dance that shows contrasting characters</p> <p>To communicate a story through dance</p>			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

## Curriculum Skills and Progression Map

