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| **High Ercall Primary School**  **Progression in Dance** | | | | | | | | | | | | |
| **Date: March 2020** | | | | **Subject Lead: MP** | | | | **Review: Summer 2021** | | | | |
| **Curriculum Intent:** | | | | | | | | | | | | |
| **Curriculum Targets:** | | | | | | | | | | | | |
|  | |  | | | | **Links to school key drivers**  **Cultural Diversity**  **Emotional Resilience** | | | **Resilience:** | | | |
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| **Dance** | **EYFS** | | **Year 1** | | **Year 2** | | **Year 3** | | | **Year 4** | **Year 5** | **Year 6** |
|  |  | | Compose  Develop control of movement using:  **Actions (WHAT)** – walk, jump, land, hop, skip, stretch, twist, turn  **Space (WHERE)** – forwards, backwards, sideways, high, low, safely showing an awareness of others  **Relationships (WHO)** – copy teacher/performer, on own and beginning to interact with a partner  **Dynamics (HOW)** – slowly, quickly, smoothly, jerkily  Perform  Display high levels of involvement in exploring and performing dance movements.  Demonstrate a rhythmical response which shows increasing  co-ordination, strength and control  Perform  Display high levels of involvement in exploring and performing dance movements.  Demonstrate a rhythmical response which shows increasing  co-ordination, strength and control  Appreciate  Demonstrate an appropriate response to a stimuli  Describe simple dance actions using the appropriate vocabulary. | | Compose  Move with appropriate actions and timing in response to a stimuli  Develop control of movement using:  **Actions (WHAT)** – travel, stretch, twist, turn, jump  **Space (WHERE)** – forwards, backwards, sideways, high, low, safely showing an awareness of others  **Relationships (WHO)** – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  **Dynamics (HOW)** – slowly, quickly, with appropriate expression    Perform  Move spontaneously showing some control and co-ordination  Move with confidence when e.g. walking, hopping, jumping, landing  Move with rhythm in the above actions  Co-ordinate arm and leg actions e.g. march and clap  Interacts with a partner e.g. holding hands, swapping places, meeting and parting.      Appreciate  Respond to own work and that of others when exploring ideas, feelings and preferences  Recognise that dance is an enjoyable activity  Recognise the changes in the body when dancing and how this can contribute to keeping healthy. | | Compose  Create dance phrases and dances  Develop movement using;  **Actions (WHAT);** travel,turn, gesture, jump, & stillness  **Space (WHERE)**; formation, direction & levels  **Relationships (WHO)**; whole group/duo/solo, unison/canon  **Dynamics (HOW);** explore speed, energy( e.g. heavy/light)  **Choreographic devices**; motif, motif development & repetition  Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end    Perform  Perform their dance to an audience showing confidence  Show co-ordination, control and strength (Technical Skills)  Demonstrate different dance actions – travel, turn, gesture, jump, & stillness  Copy, repeat and remember movement, developing movement memory.      Appreciate  Compare and comment on their own and others work  Identify strengths and areas for improvement using simple dance vocabulary. | | Compose  Create dance phrases and dances  Develop movement using;  **Actions (WHAT);** travel,turn, gesture, jump, & stillness  **Space (WHERE)**; formation, direction & levels  **Relationships (WHO)**; whole group/duo/solo, unison/canon  **Dynamics (HOW);** explore speed, energy(e.g. heavy/light)  **Choreographic devices**; motif, motif development & repetition  Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end    Perform  Perform their dance to an audience showing confidence  Show co-ordination, control and strength (Technical Skills)  Demonstrate different dance actions – travel, turn, gesture, jump, & stillness  Copy, repeat and remember movement, developing movement memory.        Appreciate  Show an awareness of different dance styles and traditions  Understand and use simple dance vocabulary | | Compose  Respond to a variety of stimuli  Develop movement using;  **Actions (WHAT);** travel,turn, gesture, jump, & stillness  **Space (WHERE)**; formation, direction, level & pathways  **Relationships (WHO)**;, solo/duo/trio, unison/canon/contrast  **Dynamics (HOW)** explore speed, energy(e.g. heavy/light, flowing/sudden)    Perform  Perform their dance to an audience showing confidence  Show co-ordination, control and strength (Technical Skills)  Show focus, projection and musicality (Expressive Skills)  Demonstrate different dance actions – travel, turn, gesture, jump, & stillness  Demonstrate dynamic qualities – speed, energy & continuity  Demonstrate use of space – levels, directions, pathways & body shape  Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting  Copy, repeat and remember movement, developing movement memory.    Appreciate  Compare and comment on their own and others work.  Identify strengths and areas for improvement using dance vocabulary  Evaluate experiences and outcomes and set goals for their own development | Compose  Respond to a variety of stimuli  Explore and experiment with movement ideas and possibilities  Create longer and challenging dance phrases and dances  Select appropriate movement material to express ideas/thoughts/feelings      Perform  Perform their dance to an audience showing confidence and clarity of actions  Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness  Demonstrate dynamic qualities – speed, energy, continuity, rhythm  Demonstrate use of space – levels, directions, pathways, size & body shape  Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact  Copy, repeat and remember complex movement, developing movement memory.      Appreciate  Evaluate experiences and outcomes and set goals for their own development  Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content  Take on board feedback and deal positively with praise and criticism  **(RESILIENCE)** |
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