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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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|  | **Outdoor Learning:**  |
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|  | **Diversity:** |
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| **Dance** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | ComposeDevelop 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, jerkilyPerformDisplay high levels of involvement in exploring and performing dance movements.Demonstrate a rhythmical response which shows increasing co-ordination, strength and controlPerformDisplay high levels of involvement in exploring and performing dance movements.Demonstrate a rhythmical response which shows increasing co-ordination, strength and controlAppreciateDemonstrate an appropriate response to a stimuliDescribe simple dance actions using the appropriate vocabulary. | ComposeMove 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 PerformMove spontaneously showing some control and co-ordinationMove with confidence when e.g. walking, hopping, jumping, landingMove with rhythm in the above actionsCo-ordinate arm and leg actions e.g. march and clapInteracts with a partner e.g. holding hands, swapping places, meeting and parting.  AppreciateRespond to own work and that of others when exploring ideas, feelings and preferencesRecognise that dance is an enjoyable activityRecognise the changes in the body when dancing and how this can contribute to keeping healthy. | ComposeCreate dance phrases and dancesDevelop 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 & repetitionStructure a dance phrase, connecting different ideas showing a clear beginning, middle and end PerformPerform their dance to an audience showing confidenceShow co-ordination, control and strength (Technical Skills)Demonstrate different dance actions – travel, turn, gesture, jump, & stillnessCopy, repeat and remember movement, developing movement memory.  AppreciateCompare and comment on their own and others workIdentify strengths and areas for improvement using simple dance vocabulary. | ComposeCreate dance phrases and dancesDevelop 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 & repetitionStructure a dance phrase, connecting different ideas showing a clear beginning, middle and end PerformPerform their dance to an audience showing confidenceShow co-ordination, control and strength (Technical Skills)Demonstrate different dance actions – travel, turn, gesture, jump, & stillnessCopy, repeat and remember movement, developing movement memory.   AppreciateShow an awareness of different dance styles and traditionsUnderstand and use simple dance vocabulary | ComposeRespond to a variety of stimuliDevelop 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) PerformPerform their dance to an audience showing confidenceShow co-ordination, control and strength (Technical Skills)Show focus, projection and musicality (Expressive Skills)Demonstrate different dance actions – travel, turn, gesture, jump, & stillnessDemonstrate dynamic qualities – speed, energy & continuityDemonstrate use of space – levels, directions, pathways & body shapeDemonstrate different relationships – mirroring, unison, canon, complementary & contrastingCopy, repeat and remember movement, developing movement memory. AppreciateCompare and comment on their own and others work.Identify strengths and areas for improvement using dance vocabularyEvaluate experiences and outcomes and set goals for their own development | ComposeRespond to a variety of stimuliExplore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dancesSelect appropriate movement material to express ideas/thoughts/feelings  PerformPerform their dance to an audience showing confidence and clarity of actionsDemonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillnessDemonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shapeDemonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contactCopy, repeat and remember complex movement, developing movement memory.  AppreciateEvaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and contentTake on board feedback and deal positively with praise and criticism**(RESILIENCE)** |
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