

Progression in the Curriculum: P.E – DANCE

Development of Skills (movement, musicality, technique) Application of Skills Evaluation of Skills/Performance Knowledge and Understanding of Fitness and Health

Year Group	Key Vocabulary	PE Strand: Emerging	PE Strand: Expected	PE Strand: Exceeding	Year Group	Wider Opportunities and Experiences
KS3	Feeling Emotive Movement Heavy Light Bend Stretch Elevate Glide Stylistic Qualities				6	Dance Showdown G&T RG's Got Talent End of Year 6 School Production Traditional French Dance Celebration Assembly – promoted on Twitter
	Sequence Routine Levels Composition Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique Rhythm Counts Improvise/Improvisation Rotation/Turn Jump Leap Creativity Musicality Patterns Counts Timing Formations Footwork Elevate Glide Bend Stretch	<p>Year 6</p> <ul style="list-style-type: none"> - Demonstrate specific aspects of warm up and describe the effects of exercise on the body - Move to the beat of the music demonstrating precision, control and fluency in response to the stimuli - Understand, identify and work to the phrase of the music (e.g. 3 lots of 8 beats in a bar) - Independently move creatively with a variety of speed, direction, dynamics (mood), levels and rotations - Choreograph a minimum of 7 moves independently or with a partner - Use specific dance vocabulary to evaluate and then modify my own performance 	<p>Year 6</p> <ul style="list-style-type: none"> - Take the lead in a warm up and demonstrate safe practice - Independently improvise appropriately to a given scenario/music - Understand, identify and work to the phrase of the music (e.g. 3 lots of 8 beats in a bar) - Independently move creatively with a variety of patterns and rotations - Choreograph a minimum of 8 moves independently or with a partner - Analyse fairly complex skills and suggest ways to improve the quality of performance showing sound knowledge and understanding 	<p>Year 6</p> <ul style="list-style-type: none"> - combine skills, techniques and ideas and apply them in a way which complements the stimuli - perform a variety of sequences and movements - manipulate movements with control 		
6	Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique Rhythm Counts Improvise/Improvisation Rotation/Turn Jump Leap Creativity Musicality Patterns Counts Timing Formations Footwork Elevate Glide Bend Stretch	<p>Year 5</p> <ul style="list-style-type: none"> - Recognise and explain changes in my body and why PE is good for my health - Move to the beat of the music demonstrating precision, control and fluency in response to the stimuli - Understand, identify and work to the phrase of the music (e.g. 2 lots of 8 beats in a bar) - Independently move creatively with a variety of speed, direction, dynamics (mood) and levels - Choreograph a minimum of 6 moves independently or with a partner - Use specific dance vocabulary to discuss and evaluate the performance - Explain how to work safely in lessons and give examples 	<p>Year 5</p> <ul style="list-style-type: none"> - Demonstrate specific aspects of warm up and describe the effects of exercise on the body - Move to the beat of the music demonstrating precision, control and fluency in response to the stimuli - Understand, identify and work to the phrase of the music (e.g. 3 lots of 8 beats in a bar) - Independently move creatively with a variety of patterns and rotations - Choreograph a minimum of 7 complex moves and patterns independently or with a partner - Use specific dance vocabulary to evaluate and then modify my own performance 	<p>Year 5</p> <ul style="list-style-type: none"> - exhibit good precision, control and fluency in response to stimuli - create more complex dances and motifs exploring different styles - acquire an informed knowledge and understanding of how to improve the quality of techniques and skills within a performance 	5	Dance Showdown G&T RG's Got Talent Traditional French Dance Celebration Assembly – promoted on Twitter
	Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique Rhythm Counts Improvise/Improvisation Rotation/Turn Jump Leap Creativity Musicality Footwork	<p>Year 4</p> <ul style="list-style-type: none"> - Give reasons as to why PE is good for my health - Move to the beat of the music demonstrating accuracy - Understand, identify and work to the phrase of the music (e.g. 8 beats in a bar) - Independently move creatively with a variety of speed and direction - Begin to use dynamics (mood) and levels - Choreograph a minimum of 4 moves independently or with a partner - Independently improvise appropriately to a given scenario/music - Use specific dance vocabulary to discuss and evaluate the performance 	<p>Year 4</p> <ul style="list-style-type: none"> - Recognise and explain changes in my body and why PE is good for my health - Move to the beat of the music demonstrating precision, control and fluency in response to the stimuli - Understand, identify and work to the phrase of the music (e.g. 2 lots of 8 beats in a bar) - Independently move creatively with a variety of speed, direction, dynamics (mood) and levels - Choreograph a minimum of 6 moves independently or with a partner - Use specific dance vocabulary to discuss and evaluate the performance - Explain how to work safely in lessons and give examples 	<p>Year 4</p> <ul style="list-style-type: none"> - use varied, precise and fluid movements with increasing skill and incorporate a range of techniques - change aspects of performances and refine certain actions to improve the dance - explain and describe using technical vocabulary when exploring ways of improving a performance 		
5	Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique Rhythm Counts Improvise/Improvisation Rotation/Turn Jump Leap Creativity Musicality Footwork	<p>Year 3</p> <ul style="list-style-type: none"> - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve - Give feedback on others performances with justification 	<p>Year 3</p> <ul style="list-style-type: none"> - Give reasons as to why PE is good for my health - Move to the beat of the music accurately demonstrating contrasting movements and patterns - Understand, identify and work to the phrase of the music (e.g. 8 beats in a bar) - Independently move creatively with a variety of speed and direction - Begin to use dynamics (mood) and levels - Choreograph a minimum of 4 moves independently or with a partner - Independently improvise appropriately to a given scenario/music - Use specific dance vocabulary to discuss and evaluate the performance 	<p>Year 3</p> <ul style="list-style-type: none"> - improvise freely and creatively independently or as part of a group - refine ideas and perform steps and sequences using a wide range of stimuli - refine sequences of steps and motifs created in order to perform longer dances with control and fluency 	4	RG's Got Talent Traditional French Dance Celebration Assembly – promoted on Twitter
	Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique	<p>Year 2</p> <ul style="list-style-type: none"> - Understand the importance of a warm up and cool down - Beginning to move to the beat of the music - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 2</p> <ul style="list-style-type: none"> - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Children confidently create movement patterns - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve - Give feedback on others performances with justification 	<p>Year 2</p> <ul style="list-style-type: none"> - perform a series of movements and steps with a greater control and coordination - create a series of imaginative movements and then incorporate a variety of stimuli in dance - change the direction, pace and dynamics of dance steps with increasing fluency 		
4	Quick Slow Pace Tempo High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control Choreograph Breathing Dynamic Stimuli Phrase Technique	<p>Year 1</p> <ul style="list-style-type: none"> - safely perform teacher led warm ups - move in a range of ways to music with support - remember a sequence of 4 simple dance steps and perform them in a controlled manner with support - comment on what I like 	<p>Year 1</p> <ul style="list-style-type: none"> - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - confidently create simple body patterns and movements - create and perform more complex dance steps - create appropriate actions and movements when listening to a variety of music and sounds 	3	Bollywood Dancing Experience (cross curricular link) RG's Got Talent Traditional French Dance Celebration Assembly – promoted on Twitter
	Quick Slow High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control	<p>Year 1</p> <ul style="list-style-type: none"> - Understand the importance of a warm up and cool down - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Children confidently create movement patterns - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve - Give feedback on others performances with justification 			
3	Quick Slow High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control	<p>Year 1</p> <ul style="list-style-type: none"> - safely perform teacher led warm ups - move in a range of ways to music with support - remember a sequence of 4 simple dance steps and perform them in a controlled manner with support - comment on what I like 	<p>Year 1</p> <ul style="list-style-type: none"> - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - confidently create simple body patterns and movements - create and perform more complex dance steps - create appropriate actions and movements when listening to a variety of music and sounds 	2	Dance Showdown G&T RG's Got Talent Traditional French Dance Celebration Assembly – promoted onto Twitter
	Quick Slow High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control	<p>Year 1</p> <ul style="list-style-type: none"> - Understand the importance of a warm up and cool down - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Children confidently create movement patterns - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve - Give feedback on others performances with justification 			
2	Quick Slow High Low Move Sound Loud Quiet Beat Music Routine Actions Imagination Speed Direction Control	<p>Year 1</p> <ul style="list-style-type: none"> - safely perform teacher led warm ups - move in a range of ways to music with support - remember a sequence of 4 simple dance steps and perform them in a controlled manner with support - comment on what I like 	<p>Year 1</p> <ul style="list-style-type: none"> - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - confidently create simple body patterns and movements - create and perform more complex dance steps - create appropriate actions and movements when listening to a variety of music and sounds 	1	Dance Showdown G&T RG's Got Talent Traditional French Dance Celebration Assembly – promoted on Twitter
	Children enjoy moving their bodies with some control Quick Sound Loud Quiet Beat Music Actions Slow High Low Move	<p>Year 1</p> <ul style="list-style-type: none"> - Understand the importance of a warm up and cool down - Beginning to move to the beat of the music - Children enjoy moving their bodies with some control - Respond imaginatively to given scenarios (e.g. going on a bear hunt) - Learn a simple 5 step routine and perform with support - Identify and discuss good parts of others work - Identify what was easy, difficult and justify why 	<p>Year 1</p> <ul style="list-style-type: none"> - Suggest movements suitable for an effective warm up - Move to the beat of the music - Begin to suggest moves to help choreograph a routine - Children confidently create movement patterns - Perform a sequence of dance moves independently for half of a song - Demonstrate different speeds and directions within my work with support - To reflect upon their own routine and comment on ways to improve - Give feedback on others performances with justification 			

Cultural Capital

Children may demonstrate knowledge of dance history, and its cultural impact on the world. They may be able to reflect on the different styles of dance which are influenced by contrasting cultures and both national and international histories. Children may demonstrate an awareness of socio-economic influences in different dance histories such as traditional French dance, Bollywood and folk and begin to compare and contrast different styles.