

St Margaret's CE Primary School

Progression of skills in Dance

	Dance skills	Compete/ Perform	Evaluate
Year one	<ul style="list-style-type: none"> • Copy and repeat actions. • Put a sequence of actions together to create a motif. • Vary the speed and begin to change the levels of their actions. • Begin to improve independently to create a simple dance. 	<ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> • Watch and describe the actions and movements of others. • Begin to say how they could improve.
Year two	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by ideas • To use different speeds and levels during their actions. Improve the timings of their actions. • Use different transitions within a dance motif that contained a beginning, middle and an end. • Moving time to music (to respond to visual, literature and musical stimuli). • To communicate feelings and moods through movements. 	<ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> • Watch and describe performance. Discuss what they see to improve their own performance. • Talk about the differences between their work and that of others.
Year three	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli (simple percussion). • Begin to compare in adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • Develop the quality of the actions in their performance. • Perform learnt skills and techniques with control and confidence. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of the performance. • Describe how the performance has been improved over time.

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Year four	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • To select shapes and create a character motif, reflecting the chosen dance style. • Confidently improve with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • To use canon and unison in the group work • Demonstrate rhythm and spatial awareness. • Change parts of the dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Form and create sequences with fluency and expression. • Perform and apply skills and techniques and with control and accuracy. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances giving ideas for improvements. • Modify the use of skills or techniques to achieve a better result.
Year five	<ul style="list-style-type: none"> • Identify and repeat movement patterns and actions of chosen dance style. • Composed individual partners and dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Developing awareness of the use of space. • Demonstrate imagination and creativity in the movement they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of the sequence as a result of self and peer evaluation. • Use more complex device vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Form longer more complex sequences in time to music. • Consistently performing apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and others' performances. • Explain why they have used particular skills or techniques and the effects they have had on their performance.

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Year six	<ul style="list-style-type: none">• Identify and repeat the movement patterns and actions of a chosen dance style.• Compose individual partner and group dances that reflect the chosen dance style.• Use dramatic expression in dance movements and motifs.• Perform with confidence using a range of movement patterns.• Demonstrate strong and controlled movement throughout the dance sequence.• Continue flexibility techniques and movements to create a fluent sequence.• Move appropriately and with the required stall in relation to the stimulus e.g. using various levels ways of travelling and motifs.• To vary the order, timing, speed and direction of movements• Dance with fluency and control linking all movements and ensuring the transitions flow.• Demonstrate consistent precision when performing dance sequences.• Modify some elements of a sequence as a result of self and peer evaluation.• Use complex dance vocabulary to compare and improve work.	<ul style="list-style-type: none">• Link actions to create a complex sequence using a full range of movement.• Form the sequence in time to music.• Form and apply a variety of skills and techniques confidently consistently and with precision.	<ul style="list-style-type: none">• Thoroughly evaluate their own and others' work suggesting thought for an appropriate improvements.