

Holly Park School Physical Education: Dance Progression Of Skills

| Year Group | Physical Me: (Skills) To become more physically skilful and competent in dance actions | Creative Me: (Applying skills) To become better at making decisions independently and with others about composition and developing phrases (motifs) | Healthy Me: (Healthy lifestyles) To take part in a more physically active and healthy lifestyle through increased health, fitness, confidence, motivation, knowledge and understanding | Thinking Me: (Evaluation) To be able to peer and self assess to bring about improvement in myself and others |
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| 6 | <p>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> | <p>I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea.</p> <p>I can perform with clarity and sensitivity to an accompaniment, communicating a dance idea on my own, with a partner and in a group.</p> | <p>I can describe how dance contributes to fitness and wellbeing.</p> <p>I can identify what types of exercise I need to do to help me with my dancing.</p> | <p>I can use appropriate language and terminology to describe, interpret and evaluate mine and others' work.</p> <p>I can recognise how costume, music and set can help to improve a dance performance.</p> |
| 5 | <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can perform specific skills and movement patterns for different dance styles with accuracy.</p> | <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> | <p>I can warm up and cool down independently.</p> <p>I can use exercises that stretch and tone my body and prepare me for my dance.</p> | <p>I can use appropriate dance terminology to identify and describe different styles in my own and others' dances. I can talk about the relationship between the dance and its accompaniment and can suggest ways to develop my technique and composition.</p> |
| 4 | <p>I can think about character and narrative ideas created by the stimulus, and respond through movement. I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.</p> | <p>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. I can communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others.</p> | <p>I can show understanding of warming up and cooling down, and choose appropriate activities to do on their own.</p> | <p>I can describe and interpret dance movements using appropriate vocabulary. I can suggest how dances and performances can be improved, so that I can communicate more effectively through the dance.</p> |
| 3 | <p>I can show an imaginative response to different stimuli through my use of language and choice of movement.</p> <p>I can incorporate different qualities and dynamics into my movement.</p> | <p>I can link actions to make dance phrases, working with a partner and in a small group.</p> <p>I can perform short dances with expression, showing an awareness of others when moving.</p> | <p>I can in simple language, explain why I need to warm up and cool down.</p> <p>I can sustain my effort in my dances.</p> | <p>I can use a range of expressive language to describe dance.</p> <p>I can recognise unison and canon and suggest improvements.</p> |
| 2 | <p>I can talk about different stimuli as the starting point for creating dance phrases and short dances and explore actions in response to those stimuli.</p> <p>I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.</p> | <p>I can choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities.</p> <p>I can remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness and show some sensitivity to the accompaniment.</p> | <p>I know how my body feels after dance activities.</p> <p>I know that I need to warm up and cool down for dance.</p> | <p>I can describe dance phrases and expressive qualities and can say what I like and dislike, giving reasons.</p> <p>I can show an understanding of mood and describe how a dance makes them feel.</p> |
| 1 | <p>I can respond to different stimuli with a range of actions. I can copy simple movement patterns from each other including the teacher and explore the movement.</p> | <p>I can choose movements to make into my own phrases (motifs) with beginnings, middles and ends. I can practise and repeat their movement phrases (motifs) and perform them in a controlled way.</p> | <p>I know where my heart is and understand why it beats faster when exercising.</p> | <p>I can use simple dance vocabulary to describe movement. I can talk about dance, linking movement to moods, ideas and feelings.</p> |
| EYFS | <p>I am beginning to move my body in time to music.</p> | <p>I am beginning to experiment with different ways of moving to music.</p> | <p>I can talk about what I'm doing and how it makes my body feel.</p> | <p>I am beginning to use words to describe music and movement.</p> |