

PROGRESSION MAPPING				DANCE			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
KEY SKILLS	<ul style="list-style-type: none"> Move to music. Copy dance moves. Perform some dance moves. Perform basic travelling actions on various body parts. Move around the space safely. 	<ul style="list-style-type: none"> Copy some movements. Jump in different ways. Change my body shape in lots of different ways. Perform simple dance moves. Show some rhythm in movement and dance. Enjoy moving my body. 	<ul style="list-style-type: none"> Explore, copy, and repeat simple skills and actions. Remember and repeat simple sequences in dance or gym. Copy and remember actions in a sequence. Beginning to move with increasing control and care. Make a short dance sequence by putting some movements together. Begin to use rhythm in dance. Make simple moves with increasing control and coordination. 	<ul style="list-style-type: none"> Move across a room in different ways and with an awareness of space and others. Make increasingly clear and fluent movements. Show contrast in shape and movement. Understand different uses of tense, relax, stretch, curl in movement. Improvise with ideas and movements. Copy, remember, repeat, and explore simple actions and movements with control and coordination. Begin to sequence moves and link actions. Begin to choose movement to show ideas. 	<ul style="list-style-type: none"> Move in an increasingly coordinated way. Control take-off and landing when jumping. Show increasing control in balance and agility. Use movements to communicate an idea, using expression and conveying emotion. Refine movements into increasingly complex sequences. Cooperate with others to form sequences. Use different parts of the body for different effects. 	<ul style="list-style-type: none"> Show control and coordination in travel and balance. Perform a range of jumps, showing control. Show increasing fluency in movements. Make good use of creativity and imagination when composing sequences in dance or gym. Use movement expressively, to convey an idea, mood or feeling. Combine changes of shape, speed and level in a sequence. Apply skills, and actions and ideas with increasing coordination and control. 	<ul style="list-style-type: none"> Demonstrate precision, control and fluency. Sustain movements over a longer period of time. Convey expression and emotion in performance. Changes in and combinations of direction, level and speed within increasingly complex sequences. Plan, perform and repeat sequences, including changes in speed and level.
SUBSIDIARY SKILLS	EVALUATING <ul style="list-style-type: none"> I can talk about what I enjoyed doing. I can suggest simple improvements. I can see how my work is similar to and different from other children. I can suggest ways to improve my own work and my friends work. 			<ul style="list-style-type: none"> I understand the importance of warming up and cooling down. I understand how performances can be improved, through practice and reflection. I can talk about differences between my own and others' actions. 		<ul style="list-style-type: none"> I can independently prepare for exercise, and use cooling down techniques. I can modify and refine my skills and techniques to improve any performance. I use a range of criteria to judge my own and others' work. 	

	FUNDAMENTALS & MOTOR COMPETENCE	Opportunities to practice, refine and master... <ul style="list-style-type: none"> • locomotor skills of running, jumping, hopping, stopping, turning, rolling, sliding, leaping, dodging, galloping. • stability skills such as twisting, balancing, strength, balance, agility and co-ordination. • The 7 primal movements: twist, push, pull, bend, squat, lunge, gait. • How to negotiate space and obstacles safely, with consideration for themselves and others. 		Opportunities to... <ul style="list-style-type: none"> • Use and apply fundamental movement skills in creative and innovative ways. • Further develop motor competence with precision movements and increased body awareness and control. 	
	SUPLIMENTARY KNOWLEDGE	1. Dance can be used to tell a story or an action 2. Dance can be used to express an idea or feeling. 3. The body can move in different ways and make different shapes. 4. Dance can be performed on your own or in groups. 5. Dance can make you feel happy or sad.		1. A sequence is a series of movements put together to form a whole dance routine. 2. There are different types of dances including ballroom, jazz, tap, ballet. 3. Different cultures are represented by dance: Bollywood, Haka, Samba, Flamenco 4. Contemporary Dance incorporates aspects of movement from several other genres such as jazz, modern and ballet. 5. Dance is a natural form of a self-expression and doesn't always have to follow specific form. 6. Dance is a fully-fledged art form, belonging to the 'performing arts', and can be a chosen career path, offering a range of opportunities.	
	KEY VOCABULARY	Control Curl Stretch Relax Rhythm Direction Pathways Speed Body Part Balance Level Shape Space Size	KS1 Vocabulary + Co-ordination Sequence Improvise Fluent Form Refine Agility Energy Weight Aerobic Anaerobic Repeat Stillness Tense	KS1/LKS2 Vocabulary + Phrase Reoccurring Abstract Suite Broken Form Chance Dance Choreographic Devices Contemporary Fluency Flow Emotion Complex Precision	
KEY CONCEPTS	SPACE	Where is movement performed? <ol style="list-style-type: none"> 1. Place: self-space/general space (also called personal/shared) 2. Size: big/small, near/far 3. Level: high, middle, low 4. Direction: forward, backward, right, left, up, down, diagonal 5. Pathway: curved, straight, zig zag 6. Focus: single focus or multi focus 			

	TIME	When is movement performed? <ol style="list-style-type: none"> 1. Speed: fast or slow 2. Rhythm: beat, pattern, and tempo
	FORCE	How is movement performed? <ol style="list-style-type: none"> 1. Energy: sharp (sudden) or smooth(sustained) 2. Weight: strong or light 3. Flow: free or bound
	BODY	What is being used to perform? <ol style="list-style-type: none"> 1. Parts: head, neck, arms, wrists, elbows, hands, fingers, pelvis, spine, torso, legs, knees, feet, toes, ankles, heels, shoulders, etc. 2. Shapes: curved, straight, angular, twisted, symmetrical, asymmetrical 3. Relationships: body parts to body parts, individuals to groups, body parts to objects, individuals to groups and objects, individuals and groups to the room/space; mirroring, shadowing, meeting, parting, above, below, under, over, alone, connected, etc. 4. Balance: on/off balance
	FORM	How is dance structured? <ol style="list-style-type: none"> 1. ABA: a= one phrase, b= another 2. Recurring theme: theme in variation (ABACA, ABBC), canon, and round 3. Abstract: a geometrical form, not representational 4. Suite: moderate beginning, slow middle, fast end 5. Broken Form: unrelated ideas, often used for humour 6. Chance Dance: movement selected and refined, but randomly structured 7. Choreographic Devices: retrograde (performing sequences backwards as if watching movement in rewind), accumulation (A, AB, ABC, and ABCD), repetition (repeating individual movements or movement sequences within a dance) 8. Contemporary: ballet, modern, jazz, lyrical
<u>The importance of knowledge in Dance</u> <ol style="list-style-type: none"> 1. Declarative Knowledge in Dance incorporates understanding of key concepts and key vocabulary. Children will need to develop an age-appropriate understanding of key vocabulary and the different elements contained within each key concepts, what they look like and how that knowledge can be used to interpret movement. 2. Procedural knowledge in Dance, is how pupils demonstrate their knowledge, linking pieces of knowledge together to create a performance, refining and perfecting their movements over time. 3. Once declarative and procedural knowledge have been embedded, Conditional knowledge can be further developed. Children will begin to self-select positions, moves and sequences for certain effects and with regard to the purpose and intent of a dance. They will begin to have more awareness of the audience and will make decisions based on stimulus and outcome. Conditional knowledge shows a much deeper understanding and indicates that declarative and procedural knowledge is more embedded in long-term memory; mastery and greater depth. 		