

## Dance- Progression of Skills

4-7 yrs	EYFS	Key Stage 1
<b>Compose</b>	<ul style="list-style-type: none"> <li>Spontaneously respond to a variety of stimuli through movement</li> <li>Move with appropriate actions and timing in response to a stimuli</li> <li>Explore and develop control of movement using:  <b>Actions (WHAT)</b> – walk, jump, land, hop, skip, stretch, twist, turn  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – copy teacher/performer, on own and beginning to interact with a partner  <b>Dynamics (HOW)</b> – slowly, quickly, smoothly, jerkily</li> </ul> <ul style="list-style-type: none"> <li>Begin to use own ideas to sequence dance</li> <li>Begin to sequence and remember a short dance</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately to a variety of stimuli through movement</li> <li>Move with appropriate actions and timing in response to a stimuli</li> <li>Develop control of movement using:  <b>Actions (WHAT)</b> – travel, stretch, twist, turn, jump  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  <b>Dynamics (HOW)</b> – slowly, quickly, with appropriate expression</li> </ul> <ul style="list-style-type: none"> <li>Use own ideas to sequence dance</li> <li>Sequence and remember a short dance</li> <li>Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Show interest by observing or participating in dance activities</li> <li>Display high levels of involvement in exploring and performing dance movements</li> <li>Maintain attention and concentration when exploring and performing in dance activities</li> <li>Demonstrate a rhythmical response which shows increasing co-ordination, strength and control</li> <li>Self-initiate dance performance</li> <li>Express feelings through movement</li> <li>Copy and repeat dance actions</li> </ul>	<ul style="list-style-type: none"> <li>Move spontaneously showing some control and co-ordination</li> <li>Move with confidence when e.g. walking, hopping, jumping, landing</li> <li>Move with rhythm in the above actions</li> <li>Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning</li> <li>Move in time with music</li> <li>Co-ordinate arm and leg actions e.g. march and clap</li> <li>Interacts with a partner e.g. holding hands, swapping places, meeting and parting</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>Demonstrate an appropriate response to a stimuli</li> <li>Describe simple dance actions using the appropriate vocabulary</li> <li>Express and communicate feelings and preferences in own and others' dance</li> </ul>	<ul style="list-style-type: none"> <li>Use imagination in dance activities</li> <li>Respond in a variety of ways through movement to a range of stimuli</li> <li>Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>Recognise that dance is an enjoyable activity</li> <li>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul>
<b>7-11 yrs</b>	Lower Key Stage 2	Upper Key Stage 2
<b>Compose</b>	<ul style="list-style-type: none"> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create dance phrases and dances</li> <li>Select appropriate movement material showing an idea/thought/feeling</li> <li>Develop movement using;                      Actions (WHAT); travel, turn, gesture, jump, &amp; stillness                      Space (WHERE); formation, direction &amp; levels                      Relationships (WHO); whole group/duo/solo, unison/canon                      Dynamics (HOW); explore speed, energy(e.g. heavy/light)</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create longer and challenging dance phrases and dances</li> <li>Select appropriate movement material to express ideas/thoughts/feelings</li> <li>Develop movement using;                      Actions (WHAT); travel, turn, gesture, jump, &amp; stillness                      Space (WHERE); formation, direction, level &amp; pathways                      Relationships (WHO); solo/duo/trio, unison/canon/contrast                      Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden)</li> </ul>

	<p>Choreographic devices; motif, motif development &amp; repetition</p> <ul style="list-style-type: none"> <li>• Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end</li> <li>• Musicality</li> </ul>	<p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <ul style="list-style-type: none"> <li>• Musicality</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Perform their dance to an audience showing confidence</li> <li>• Show co-ordination, control and strength (Technical Skills)</li> <li>• Show focus, projection and musicality (Expressive Skills)</li> <li>• Demonstrate different dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>• Demonstrate dynamic qualities – speed, energy &amp; continuity</li> <li>• Demonstrate use of space – levels, directions, pathways &amp; body shape</li> <li>• Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> <li>• Copy, repeat and remember movement, developing movement memory</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their dance to an audience showing confidence and clarity of actions</li> <li>• Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>• Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>• Demonstrate a wide range of dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>• Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>• Demonstrate use of space – levels, directions, pathways, size &amp; body shape</li> <li>• Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact</li> <li>• Copy, repeat and remember complex movement, developing movement memory</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>• Show an awareness of different dance styles and traditions</li> <li>• Understand and use simple dance vocabulary</li> <li>• Understand why safety is important in the studio</li> <li>• Compare and comment on their own and others work</li> <li>• Identify strengths and areas for improvement using simple dance vocabulary</li> <li>• Evaluate experiences and outcomes and set goals for their own development</li> <li>• Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>• Understand and use dance vocabulary</li> <li>• Understand why safety is important in the studio</li> <li>• Compare and comment on their own and others work</li> <li>• Identify strengths and areas for improvement using dance vocabulary</li> <li>• Evaluate experiences and outcomes and set goals for their own development</li> <li>• Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> <li>• Take on board feedback and deal positively with praise and criticism</li> </ul>