



CREATIVE STEPS DANCE- Year Group Progression Document

Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Personal + Social					
<p>Work safely by myself considering those around me. Work sensibly with different partners; taking turns and sharing.</p> <p>Listen carefully and follow instructions and ideas. Share my ideas with others.</p> <p>Contrast/complement my actions to those of my partner.</p>	<p>Work safely and creatively in a pair or in a small group. Work with a variety of different people.</p> <p>Listen to the ideas of others and tell them about my own. Help and support others by giving helpful feedback.</p> <p>Receive the feedback of others and use it to improve my dance ideas. Describe dance ideas to others using some specific dance vocabulary.</p>	<p>Anticipate any safety issues and take avoiding action. Work in pairs or small groups with a range of people.</p> <p>Contribute ideas to a group or pair. Express my dance ideas to a partner.</p> <p>Give and receive constructive feedback. Respond to the ideas of others.</p>	<p>Work in groups of a variety of sizes with a range of people. Respond to the ideas of others and combine ideas.</p> <p>Listen and watch attentively. Regularly contribute ideas.</p> <p>Give sensitive feedback. Receive feedback in a constructive manner.</p> <p>Describe dance ideas to another person using some dance terminology.</p>	<p>Work in groups of various sizes with a range of people taking on different roles. Respond to the ideas of others and combine ideas.</p> <p>Give sensitive feedback and receive feedback in a constructive manner. Describe dance ideas to another person using a good level of dance terminology.</p>	<p>Successfully work in a group of a variety of size and take on different roles. Regularly contribute original ideas.</p> <p>Select group sizes to maximise the effectiveness of an idea. Respond constructively to the ideas of others and combine ideas.</p> <p>Give sensitive feedback articulating what the dance conveyed and justifying my reasoning. Describe dance ideas to another person using a range of dance terminology effectively.</p>

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Physical + Health and Fitness					
<p>Use a number of different travelling actions using my feet and other parts of my body. Use different speeds and sizes to vary my actions. Balance in different shapes with some control. Name and perform a wide range of actions e.g. elevation, turning, gesture, travel, stillness, falling. Link actions and perform with coordination and control.</p>	<p>Know the difference between and can perform a wide range of travelling actions. Turn in both directions. Hold a sustained balance. Use speed and size to alter my actions to create an effect. Safely perform a range of jumps and hops. I can turn on the spot without falling. Co-ordinate simple upper body and lower body actions. Use stillness as an effective part of my performance. Explore, copy, remember and repeat a sequence of actions performing with fluency.</p>	<p>Use stillness effectively. Differentiate between and perform a wide range of travelling actions with a degree of accuracy. Sustain a static or dynamic balance. Turn on the spot with control. Turn confidently in both directions. Differentiate between and perform a wide range of gestures. Safely perform a range of jumps and can control my size and dynamics. Co-ordinate upper body and lower body actions. Think about using size and speed of actions to create an effect. Perform a sequence of actions with accuracy and fluidity.</p>	<p>Turn on the spot in both directions with control. Safely perform a range of jumps in combination. Sustain a static or dynamic balance. Use stillness effectively paying attention to the whole body. Perform a wide range of travelling actions using size, directions and speeds effectively. Use facial expression to give a sense of character or mood. Perform a wide range of gestures and use them to convey meaning. Perform motifs accurately with consideration to rhythmic and spatial elements.</p>	<p>Perform a variety of turns on the spot with control. Safely perform a range of jumps and in combination when travelling. Use stillness paying attention to tension and extension in the whole body. Perform and adapt a wide range of travelling actions using different pathways. Perform a wide range of gestures and use them to convey meaning accurately. Sustain a variety of static and dynamic balances. Perform expressively to give a sense of character or mood. Remember a complex pattern of moves and perform them with a good degree of repetition and accuracy.</p>	<p>Perform and adapt a wide variety of travelling actions using different pathways consistently and accurately. Perform a wide variety of gestures and use them to convey meaning consistently and accurately. Use stillness effectively paying attention to tension and extension in the whole body. Use emphasis effectively. Use focus effectively. Sustain a variety of static or dynamic balances with a sense of aesthetics. Use facial expression sensitively to give a sense of character or mood. Perform accurately with control and fluency consistently.</p>

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Creative + Cognitive					
<p>Accurately copy others or my teacher. Create and hold a starting or finishing position.</p> <p>Respond to music and adjust my actions to the tempo. Follow a simple structure with some accuracy.</p> <p>Be able to use different directions appropriately. Respond to a stimulus and suggest a range of dance ideas to fit a theme.</p>	<p>Remember a simple pattern of moves in order. Beginning to use movement to communicate an idea.</p> <p>Describe my actions and those of others accurately. Respond appropriately to a variety of musical genres.</p> <p>Explore different ways of performing the same action. Use simple directions, levels and dynamics in my descriptions.</p> <p>Respond to suggestions to use different dynamics or aspects of space. Create a performance with a clear structure.</p> <p>Use unison, canon and mirroring confidently. Use a variety of different formations.</p>	<p>Describe actions, space and dynamics. Suggest variations to an action.</p> <p>Remember a pattern of moves with a degree of accuracy. Structure my work. I can use unison, canon, mirroring and contact work.</p> <p>Use a variety of formations and change between them easily. Generate more than one idea in response to a task.</p> <p>Identify sections in music and structure my work to fit the music. Describe simple relationships e.g. solo, duet, unison etc.</p> <p>Describe my actions and those of others with some detail. Select and refine my ideas to communicate the stimulus.</p>	<p>Generate several ideas in response to a task. Suggest how work can be structured.</p> <p>Suggest several variations to an action e.g. dynamics & space. Use unison, canon, mirroring and contact work including simple weight-sharing actions.</p> <p>Choose formations to give a particular effect and consider transitions. Use a variety of action, space and dynamic words.</p> <p>Describe relationships e.g. contrast, formations, contact work etc. Identify different musical tempo, rhythm, structure and mood.</p> <p>Give a detailed description of my own and others' actions.</p>	<p>Use unison, canon, mirroring, contact work, contrast and complement. Generate several ideas in response to a task, selecting and ordering them well.</p> <p>Choose a range of formations and transitions to give particular effects. Suggest and demonstrate variations to an action e.g. changing the dynamics or space.</p> <p>Suggest how work can be structured and can justify my reasons. Use a wide variety of action, space and dynamics words.</p> <p>Describe relationships and what this communicates. Identify how different tempo, rhythm, structure and mood contribute towards the overall effect.</p> <p>Describe my own actions and those of others with detail and communicate a dance idea.</p>	<p>Use unison, canon, mirroring, question and answer, contact work, contrast and complement confidently. Generate several ideas in response to a task and select and order work logically.</p> <p>Select a range of formations and transitions to give particular effects and justify my choices. Suggest challenging variations to an action.</p> <p>Use a wide variety of action, space and dynamic words. Describe relationships and reason when and why they might be used and what they might suggest.</p> <p>Suggest how work should be structured and justify my reasoning, considering repetition and a sense of climax. Consider how different music can impact on a dance I can describe my own work and those of others, communicating with sensitivity.</p>