

Progression of skills and knowledge in Physical Education - Dance

Foundation Stage

Negotiate space and obstacles safely, with consideration for themselves and others. (Gross motor skills)

Demonstrate strength, balance and coordination when playing. (Gross motor skills)

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross motor skills)

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Self regulation)

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self regulation)

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Managing self)

Work and play cooperatively and take turns with others. (Building relationships)

Y1/2

I know that dance phrases are small sections of a dance that make a complete routine.

I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas.

I know when practising and using a stimulus I can remember and repeat short dance phrases.

I know how to respond imaginatively to a range of stimuli.

I know how to move safely in a space. (Y1)

I know how to move confidently and safely in general space, using changes of speed, level, and direction.

I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy.

I can copy moves or sequences. (Y1)

I can copy and remember actions. (Y2)

I can plan a sequence of movements. (Y2)

I can work on my own or with a partner. (Y2)

I know how to compose short dances.

I know how to move with control to music. (Y1)

I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.

Y3/4

I know that expressive qualities are ideas and emotions communicated through movement patterns.

I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases.

I know that is important to consider others when working in a pair or group.

I know when and how to use stimuli to create characters and narratives.

I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups

I know how to perform dances using a range of movement patterns – accurately, fluently, consistently.

I know how to perform with control with a partner.

I know how to combine actions and maintain the quality of performance when performing at the same time as a partner.

I know how to perform with a wide range of actions, when working with a partner and in a group.

Y5/6

I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.

I know that dance can be inspired by a stimulus.

I know that performing with confidence and clarity can improve an overall performance.

I know when to use basic compositional principles to create dances.

I know when to combine movements fluently and effectively throughout dance routines.

I know how to use a broader range of skills and movement patterns.

I know how to explore movement ideas inspired by a stimulus.

I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can make complex extended sequences. (Y5)

I can combine actions in a group. (Y6)

I know how to perform confidently to an audience.