



Danson Primary School PE Progression - DANCE



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>I can move in a sequence</p> <p>I can create my own movements</p> <p>I can link simple movements in a sequence.</p> <p>I can respond in movement to words and music.</p> <p>I can explore contrasting tempos.</p> <p>I can explore character movements</p>	<p>I can explore different expressions.</p> <p>I can explore relationships with motifs.</p> <p>I can create a variety of 'big' body movements linked to the theme.</p> <p>I can create a variety of 'small' body movements linked to the theme.</p> <p>I can move in relation to the music and respond with appropriate movements and actions.</p> <p>I can add movements together to create simple movement sequences.</p> <p>I understand what we mean by 'expression' and begin to show this in my movements. (with a partner and on my own)</p> <p>I can create a motif that shows unison.</p>	<p>I can respond to a variety of stimuli or themes with appropriate movements.</p> <p>I can use movements to tell a story. (choreography)</p> <p>I can respond to a variety of stimuli or themes with appropriate movements.</p> <p>I understand what a 'Motif' is and can successfully create a mini sequence and repeat it.</p> <p>I understand what we mean by 'expression' and begin to show this in our movements.</p> <p>I can understand a sequence in my performance.</p>	<p>I can create and develop a character in order to tell a story through movements.</p> <p>I can develop characterisation, exploring characters that are opposites.</p> <p>I know why it is so important to perform like an 'excellent dancer' .</p> <p>Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p>I know why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.</p> <p>I can peer and self assess, identifying strengths and weaknesses in mine and others' performances.</p>	<p>I can develop sequences with our partner in character that show relationships and interlinking dance moves.</p> <p>I can create sequences in pairs, applying flow and challenging their creativity</p> <p>I know what we mean by emotion and include this choreographical element in our performances.</p> <p>I can explore contrasting relationships and interlinking dance moves.</p> <p>I can develop sequences with a partner in character that show relationships.</p>	<p>I can perform accurately and convincingly in character with big bold actions.</p> <p>I can include cannon and unison as a choreographical element in my performances.</p> <p>I can understand how a change of speed in movements improves a dance. .</p> <p>I can create a sequence, by accurately combining movements with flow and accurate timings.</p>	<p>I can perform with technical control and rhythm in a group.</p> <p>I can create rhythmic patterns using my body.</p> <p>I can experience dance from different cultures.</p> <p>I can explore unity through dance - tackling prejudices.</p>
Expression	<p>I can create a sequence of movements.</p> <p>I can link movements to a story.</p>	<p>I can move in time with music</p> <p>I can perform and copy simple movement patterns</p> <p>I can respond to a stimuli</p> <p>I can dance in unison with a partner.</p>	<p>I can make deliberate choices about how to respond to a stimulus.</p> <p>I can reproduce a simple sequence of movements</p> <p>I can reproduce some movement patterns from memory.</p>	<p>Make and explain choices about how to respond to a stimulus</p> <p>Reproduce sequences of movement with support (e.g. call and response)</p> <p>Some dynamics</p>	<p>Improvise around a theme and/or for an audience</p> <p>Reproduce longer and more complex sequences (e.g. with dynamic range)</p>	<p>Choreograph and prepare to perform for a given audience</p> <p>Reproduce sequences of movement and start to improvise on them</p> <p>Show sensitivity to fellow dancers</p>	<p>Move with increasing accuracy, confidence and creativity</p>



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<p>Talk</p>	<p>I can explain what is in the story/poem or stimuli I can make simple comments</p>	<p>I can ask and answer simple questions about what they have seen or heard I can make simple comparisons</p>	<p>I can show curiosity by voluntarily asking questions about what they have seen, heard or read I can make comparisons between more complex pieces I can express opinions (e.g. likes/dislikes for pieces as a whole) I can make comments about the 'feel' of a piece I can accept that other people may have different views</p>	<p>I can start to frame questions and answers in subject-valid ways (e.g. about difference) I can start to link performances to their context (cultural, historical, etc) I can start to identify themes, and how they might be represented by the 'feel' of the piece I can use terminology to describe their (dis)likes</p>	<p>I can ask and answer valid questions (e.g. about cause and effect, reliability, change) I can link performances, themes and conventions to their context I can identify themes within and between pieces; start to describe structure I can give precise description of what they (dis)like, able to verbalise the opinions of others I can start to distinguish between subjective and objective (e.g. a lucky shot vs an intended shot)</p>	<p>I can ask and answer valid questions (e.g. about relevance and perspective) I can start to suggest reasons for linking performance, convention & culture I can make inferences from performed pieces I can start to respond sensitively to other people's artistic/aesthetic tastes I can start to challenge other people's inappropriately subjective opinions (e.g. "he's useless")</p>	<p>I can regularly ask and answer perceptive questions in valid ways I can analyse their and others' responses, extrapolating and justifying with evidence I can make inferences from performed pieces and justify their views I can explain how their own behaviour might affect the enjoyment of others I can sensitively/politely challenge subjective opinions in more complex areas (e.g. "that formation was stupid")</p>
<p>Vocabulary</p>	<p>Champion dancers, music, moving, control, rhythm, movement, sequence</p>	<p>Champion dancers, beat, moving, control, rhythm, sequence, motif, expression</p>	<p>Champion dancers, control, rhythm, expression, emotion, choreography, unison motif</p>	<p>Excellent dancers, expression, creativity, emotion, motif, choreography, character</p>	<p>Excellent dancers, expression, creativity, emotion, motif, flow, character</p>	<p>Excellent Dancers, expression, creativity, emotion, motif, rhythm, choreography</p>	<p>Rhythmic, patterns, technical control, prejudices,</p>