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|  | Year 1 | Year 2 |
| Aim of dance | * Children will explore basic body actions and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. * Children think about how to use movement to explore and communicate their ideas, issues and their own emotions * A range of subjects including some based on different times and cultures can be used. * They will also create short dances individually and also create and perform with a partner. | |
| Progression | Perform fundamental skills at a developing level  Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | Perform fundamental skills at a developing level and start to master some movements  Perform body actions with control and co-ordination  Perform short dances showing an understanding of expressive qualities |
| Developing skills | Copy and explore basic body actions from a range of stimuli ( words, poetry, pictures, sounds, objects)  **Travel, turn, Jump, Gesture, Stillness**  Copy simple movement patterns  Show and tell using body actions to explore moods, ideas and feelings  Vary speed, strength, energy and tension of their movements. | |
| Application of skills | Choose movements to make their own simple dance phrase with beginning, middle and ending  Practice and repeat these dance phrases so they can be performed in a controlled way.  Choose and link actions that express a mood idea or feeling. | Choose movements to make their own simple dance phrase with beginning, middle and ending  Practice and repeat these dance phrases so they can be performed in a controlled way.  Choose and link actions that express a mood idea or feeling.  Remember and repeat movements showing greater control , co-ordination and spatial awareness. |
| Character Education | Resilience, co-cooperation, Encouragement, Responsibility, Respect, Empathy |  |

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Aim of educational dance | Children perform dance, focussing on creating , adapting and linking a range of dance actions. They create characters and narrative through dance These are inspired by a variety of subjects, including some traditional, social and historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance. Children can link phrases of movement fluently and with control | | Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners or groups.  They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.  Children focus on using different visual images as the starting point for dance. They extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting leaning, balancing and lifting. | |
| Progression of performance skills | Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control | Perform dances clearly and fluently, and show sensitivity to the dance idea and accompaniment | Perform different styles of dance clearly and fluently; adapt and refine the way they use weight, space an rhythm in their dances to express themselves in the style of dance. | Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. |
| Develop performing skills | To perform dances expressively, using a range of performance skills  To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in a group  To perform more complex dance phrases that communicate character and narrative  To perform in a whole class performance | | | |
| Application of performing skills | To create movement using a stimulus  To explore and improvise ideas for dance in different styles, working on their own, with a partner or a group.  To create and link dance phrases using a simple dance structure or motif  To use simple choreographic principles to create motifs  To compose dances by using, adapting and developing steps, formations and patterning from different dance styles  To explore, improvise and combine movement ideas fluently and effectively. | | | |
| Appreciation | To talk about how they might improve their dances.  To describe and evaluate some of the compositional features of dances performed with a partner and in a group  To understand how a dance is formed and performed  To evaluate, develop and refine their own and others’ work | | | |
| Character education | Resilience, co-cooperation, Encouragement, Responsibility, Respect, Empathy | | | |