



Dance

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD - M&H 30-50)

Experiments with different ways of moving. (PD - M&H 40-60)

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD - M&H ELG)

Enjoys joining in with dancing and ring games. (EAD - M & M 30-50)

Beginning to move rhythmically. (EAD - M & M 30-50)

Imitates movement in response to music. (EAD - M & M 30-50)

Begins to build a repertoire of songs and dances. (EAD - M & M 40-60)

Children sing songs, make music and dance, and experiment with ways of changing them. (EAD - M & M ELG)

Developing preferences for forms of expression. (EAD - BI 30-50)

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;

Perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];

perform dances using a range of movement patterns;

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

| Year Group | Key Knowledge | Key Skills | | |
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| | | Compose | Perform | Appreciate |
| Year 1 | <p>Children will understand how to:</p> <ul style="list-style-type: none"> Express some of their ideas clearly when composing Show some understanding of how to structure a dance Talk about dance, with guidance With guidance, create/assign roles to include other members of a group Understand how a role model should act | <ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create | <ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. | <ul style="list-style-type: none"> Watch and describe performances. Begin to say how they could improve. |
| Year 2 | <ul style="list-style-type: none"> Understand sporting etiquette Highlight basic changes in dance pieces Use a small range of movements and patterns in their dances Express some of their ideas clearly when performing | <ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. | <ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | <ul style="list-style-type: none"> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. |

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| <p>Year 3</p> | <p>Children will understand how to: Compose motifs and structure simple dances Use appropriate criteria to evaluate and refine their own and others' work Talk about dance with understanding, using appropriate language and terminology Create/assign roles to include all members of a group Act as a role model Display sporting etiquette Lead changes in dance pieces Perform to an accompaniment expressively and sensitively Perform dances accurately, fluently and with control</p> | <p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> | <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> | <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> |
| <p>Year 4</p> | <p>Lead changes in dance pieces Perform to an accompaniment expressively and sensitively Perform dances accurately, fluently and with control</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p> | <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> | <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> |

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| <p>Year 5</p> | <p>Children will understand how to:</p> <p>Interpret different stimuli with imagination and flair Create, refine and structure movements and patterns with artistic understanding Describe, interpret and evaluate dance, using appropriate language and terminology -Create/assign roles to include all members of a group and support them effectively Create a positive team ethos Act as a role model during all lessons Display sporting etiquette at all times Lead effective changes in dance pieces</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.</p> | <p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> | <p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> |
| <p>Year 6</p> | <p>Communicate the artistic intention of a dance clearly, musically, accurately, consistently and with control</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.</p> | <p>Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> | <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> |

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