



	Essential concepts and skills to be taught	DANCE	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf Knowledge: Know how the body feels when still and exercising Skills: Join a range of movements together in a controlled way. Travel – creating movements through travelling Key people: Vocabulary: (could include links to knowledge organisers) Body Exercise Movement Speed	Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Travel through their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done. Imoves – Healthy Me Imoves – Space Assessment question: Why does our body feel different when we are still compared to when we are exercising? Can you recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher?	Expressive arts and design – performance skills Physical Development – being able to dress/undress Being confident to try new things PSHE – healthy living / healthy eating / healthy bodies / looking after our body Science – Space	YR linked to EYFS framework: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher



	Beat Senses.			Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
1	Knowledge: Know what canon and unison is. Know how to mirror a partner. Skills: Improvisation Mirroring Turn – changing direction Vocabulary: Unison Canon Mirroring improvise	Describe how the body feels before, during and after exercise. Carry and place mats safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed and direction of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve. Assessment question: What is the difference between unison and canon?	PSHE: healthy eating Science: heart beat / pulse	Progression from YR Carry mats safely Improvise using own ideas Understand canon, unison and mirroring and begin to use these in a choreographed piece
2	Knowledge: I know how to use canon, unison and mirroring in my motif and can begin to	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their	PSHE: healthy eating Science: heart beat / pulse	Progression from Y1 Know that exercise keeps us healthy



	improvise using these skills. I can identify strengths and weaknesses in my own work and that of others. Skills: Canon Unison Mirroring Improvisation Vocabulary: Level Speed Healthy control Motif Unison Canon Mirroring	actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Change the level of their movements (high/middle/low) Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others in controlled informal competitions. 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. Ballroom: see attached document for 'beginners' Assessment question: What have I performed well in my dance? What can I improve?	Computing: use of device to record performances and playback to review	Know how to identify good performances and areas for improvements.
3	Knowledge: Know why a warm up and cool down is important. Skills: Vocabulary:	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review	Progression from Y2 Know why a warm up and cool down is important. Understand the importance of strength and flexibility for physical activity



	Strength Flexibility Warm up Cool down Rhythm Expression	adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression 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. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Ballroom: see attached document for 'beginners' Assessment question: Why is a warm up and cool down important for physical activity?		Perform with awareness of rhythm and expression
4	Knowledge: Know reasons for warming up and cooling down. Know how to vary dynamics Skills: Vocabulary:	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 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.	Music: dynamics / tempo PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review	Progression from Y3 After evaluating own work, begin to make some simple changes.



	Dynamics (how the dancer moves) Precision / precise tempo	Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli (Dynamics in dance is <i>how</i> the dancer moves. They help you accentuate the music you are dancing to, match the ebb and flow of the tempo and add a performance aspect to the dance). Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Ballroom: see attached document Assessment question: Having reviewed my work, what would I change and why?		
5	Knowledge: Know how the beat of the music changes the moves performed to it. Know how to change pace and timing in the movements selected.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 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.	English - Asha and the Spirit Bird – Bollywood Link Music: dynamics / tempo PSHE: healthy eating	Progression from Y4 Ensuring improvised actions fit the rhythm of the music. Know how to change pace and timing in the movements chosen.



	Skills: Explain some safety principles when preparing for and during exercise. Explain why specific skills or movements have been chosen and the effect they have on the performance. Vocabulary: Pace Timing	Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. 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. Ballroom: see attached document Imoves – Bollywood Assessment question: How does changing the pace and timing of movements impact the overall performance?	Science: heart beat / pulse Computing: use of device to record performances and playback to review	
6	Knowledge: Know how to perform using dramatic expression, precision and control. Skills:	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Music: dynamics / tempo PSHE: healthy eating Science: heart beat / pulse	Progression from Y5 Use dramatic expression in dance movements and motifs



	Lead a warm up appropriately Control body when performing, moving rhythmically and accurately in dance sequences. Use gesture to tell a story through their performance. Vocabulary: Gesture Dramatic expression Pace Timing Accuracy Precision	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. Use gesture to tell a story through their performance. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. 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. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Ballroom: see attached document	Computing: use of device to record performances and playback to review	
--	---	--	--	--



		Assessment question: How do our gestures and dramatic expression enhance our performances?		
--	--	--	--	--

CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)

British Values/Democracy links are indicated in red

Cultural Capital link in blue



BEGINNERS SESSIONS

Objectives	To develop basic movement skills in time to music To learn and perform a range of fun dances To learn and perform the basic Cha Cha Cha steps To improve confidence through individual and group dances To improve personal health and fitness
-------------------	--

[illegible]

Imoves – 6 Principles of Dance

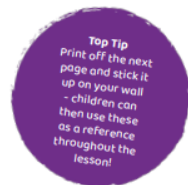
Chapter 2 - The 6 Principles of Dance

There are 6 building blocks that make up a dance performance – these are:

- ✓ **Travel** (moving from one place to another)
- ✓ **Turn** (changing direction)
- ✓ **Jump** (leaving the ground)
- ✓ **Stillness** (still like a photograph)
- ✓ **Levels** (high, mid-level or low)
- ✓ **Gesture** (telling a story)

By using these 6 principles of dance, children can develop choreography that is exciting to watch and interesting to perform.

It helps give structure and variety to the movements so the dance doesn't become too repetitive.



Telling a Story

Every dance should tell a story and lead the audience on a journey. Your music lays the groundwork for this, and the movements and choreography provide the details.

Your music will help to create the gesture, story or characters that your children will use.

Here's how it works:

- ✓ Decide on your gesture, story or character
- ✓ Ask children to think about how that character will travel or turn, jump or be still
- ✓ Now introduce different levels to those moves - high, mid-level, low and on the ground

And don't forget to use regular, slow, and quick moves to make the performance even more dynamic!

Children can work individually, in pairs or small groups to create their performance.

When children are working as a team, they can make their performance even more effective and interesting by using different formations and patterns.

This adds an extra layer of complexity for the children – ensuring they are in the right place at the right time and doing the correct movements in time to the music.



The 6 Principles of Dance



Keywords

6 Principles of Dance	Travel, Turn, Jump, Stillness, Level and Gesture.
32 count phrase	4 blocks of 8 count.
Unison	More than 2 people in the group, all doing the same movements at the same time.
Cannon	Movement repeated by different people at different times.
Motif	A movement or sequence that is repeated and developed throughout the dance.