

# Forest Hall Primary School PE Skills Progression Map (Dance)

<b>Dance Progression Grid</b>		
 <p><b>Early Years Outcomes</b> The main Early Years Outcomes covered in the Dance units are:</p> <ul style="list-style-type: none"><li>• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Combine different movements with ease and fluency.</li><li>• Develop overall body strength, balance, coordination and agility.</li><li>• Show good control and coordination in large and small movements.</li><li>• Move confidently in a range of ways, safely negotiating space.</li><li>• Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	<p><b>KS1 National Curriculum Aims</b> 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:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Perform dances using simple movement patterns.</li></ul>	<p><b>KS2 National Curriculum Aims</b> 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:</p> <ul style="list-style-type: none"><li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li><li>• Perform dances using a range of movement patterns.</li><li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy	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.	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.	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.	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.
<b>Dance Skills</b>						
Explore how the body moves.  Explore actions in response to music and an idea.  Begin to explore pathways and the space around me and in relation to others.  Move the body in different ways to create	Copy, remember and repeat actions to represent a theme.  Create actions in relation to a theme.  Explore varying speeds to represent an idea.  Explore pathways within a performance.  Begin to explore actions and pathways with a partner.	Accurately remember, repeat and link actions to express an idea.  Develop an understanding of dynamics.  Develop the use of pathways and travelling actions to include levels.  Explore working with a partner using unison, matching and mirroring.  Copy, remember and repeat a series of actions.	Create actions in response to a stimulus individually and in groups.  Use dynamics effectively to express an idea.  Use direction to transition between formations.  Develop an understanding of formations.	Respond imaginatively to a range of stimuli related to character and narrative.  Change dynamics confidently within a performance to express changes in character.  Confidently use changes in level, direction and pathway.	Choreograph dances by using, adapting and developing actions and steps from different dance styles.  Confidently use dynamics to express different dance styles.  Confidently use direction and patterning to express different dance styles.	Show controlled movements which express emotion and feeling.  Explore, improvise and combine dynamics to express ideas fluently and effectively individually, with a partner or in a small group.  Use a variety of compositional principles when creating dances.  Perform dances confidently and fluently with accuracy and good timing.

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interesting actions.  Copy basic body actions and rhythms.  Choose and use travelling actions, shapes and balances.  Travel in different pathways using the space around them.  Begin to use dynamics and expression with guidance.  Begin to count music.	Understand that actions can be sequenced to create a dance.  Copy, remember and repeat actions.  Choose actions for an idea.  Use changes of direction, speed and levels with guidance.  Show some sense of dynamic and expressive qualities.  Begin to use counts.	Select from a wider range of actions in relation to a stimulus.  Use pathways, levels, shapes, directions, speeds and timing with guidance.  Use mirroring and unison when completing actions with a partner.  Show a character through actions, dynamics and expression.  Use counts, with help, to stay in time with the music.	Copy, remember and perform a dance phrase.  Create short dance phrases that communicate an idea.  Use canon, unison and formation to represent an idea.  Match dynamic and expressive qualities to a range of ideas.  Use counts to keep in time with a partner and group.	Use action and reaction to represent an idea.  Copy, remember and adapt set choreography.  Choreograph considering structure individually, with a partner and in a group.  Use action and reaction to represent an idea.  Change dynamics to express changes in character or narrative.  Use counts when choreographing short phrases.	Confidently use formations, canon and unison to express a dance idea.  Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing.  Choreograph phrases individually and with others, considering actions, dynamics, space and relationships, in response to stimulus.  Use counts accurately when choreographing to perform in time with others and the music.	Work creatively and imaginatively individually, with a partner and in a group, to choreograph longer phrases and structure dance, considering actions, space, relationship and dynamics, in relation to a theme.  Improvise and combine dynamics, demonstrating an awareness of the impact on performance.  Use counts when choreographing and performing to improve the quality of the work.
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## Perform

Perform short phrases of movement in front of others.	Perform individually and with others to an audience.	Develop the use of facial expressions in performances.	Perform short, self-choreographed phrases, showing an awareness of timing.	Perform complex dances that communicate narrative and character well, performing clearly and fluently.	Perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
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					Confidently perform, choosing appropriate dynamics or represent an idea.	
<b>Evaluate</b>						
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>