



St Barnabas
C of E Primary School

Skills Progression

Subject area: Dance

Subject Intent:

All pupils from St. Barnabas Primary School heading to High School will move forward as confident, social individuals with a creative imagination and an understanding of performance and presentation skills. They will have developed an interest and enjoyment of dance and drama through performing themselves and watching and learning from other performers, cultures, and styles.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE: Understanding the body and different stages of exercise/dance	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise	Recognise and describe how the body feels during and after different physical activities	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
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE: Physical abilities, strategies and layering skills to produce a performance	Join a range of different movements together Change the speed of their actions Change the style of their movements Create a short movement phrase which	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	Copy, remember and repeat actions Create a short motif inspired by a stimulus Change the speed and level of their actions Use simple	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	Identify and repeat the movement patterns and actions of a chosen dance style Compose a dance that reflects the chosen dance	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	Identify and repeat the movement patterns and actions of a chosen dance style Compose individual, partner and group dances that reflect the

	<p>demonstrates their own ideas Control their body when performing a sequence of movements</p>	<p>mirroring</p> <p>Begin to improvise independently to create a simple dance</p> <p>Perform using a range of actions and body parts with some coordination</p> <p>Begin to perform learnt skills with some control</p>	<p>choreographic devices such as unison, canon and mirroring</p> <p>Use different transitions within a dance motif</p> <p>Move in time to music</p> <p>Improve the timing of their actions</p> <p>Perform sequences of their own composition with coordination</p> <p>Perform learnt skills with increasing control</p>	<p>larger sequence</p> <p>Perform with some awareness of rhythm and expression</p> <p>Develop the quality of the actions in their performances</p> <p>Perform learnt skills and techniques with control and confidence</p>	<p>style</p> <p>Confidently improvise with a partner or on their own</p> <p>Compose longer dance sequences in a small group</p> <p>Demonstrate precision and some control in response to stimuli</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli</p> <p>Demonstrate rhythm and spatial awareness</p> <p>Perform and create sequences with fluency and expression</p> <p>Perform and apply skills and techniques with control and accuracy</p>	<p>Show a change of pace and timing in their movements</p> <p>Develop an awareness of their use of space</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli</p> <p>Use transitions to link motifs smoothly together</p> <p>Improvise with confidence, still demonstrating fluency across the sequence</p> <p>Ensure their actions fit the rhythm of the music</p> <p>Perform own longer, more complex sequences in time to music</p> <p>Consistently perform and apply skills and techniques with</p>	<p>chosen dance style</p> <p>Use dramatic expression in dance movements and motifs</p> <p>Perform with confidence, using a range of movement patterns</p> <p>Demonstrate strong and controlled movements throughout a dance sequence</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs</p>
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						accuracy and control	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 Link actions to create a complex sequence using a full range of movement Perform the
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							<p>sequence in time to music</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE: Evaluation (self and peer)	Talk about what they and others have done	<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>Use simple dance vocabulary to compare and improve work</p> <p>Watch, describe and evaluate the effectiveness of a performance</p> <p>Describe how their performance has improved over time</p>	<p>Change parts of a dance as a result of self-evaluation</p> <p>Use simple dance vocabulary when comparing and improving work</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>Modify parts of a sequence as a result of self and peer evaluation</p> <p>Use more complex dance vocabulary to compare and improve work</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>Modify some elements of a sequence as a result of self and peer evaluation</p> <p>Use complex dance vocabulary to compare and improve work</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

