

DANCE in EYFS and KEY STAGE 1 – development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	Core Assessment Tasks:
Pupils should: <ul style="list-style-type: none"> develop fundamental movement skills become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations perform dances using simple movement patterns 	<i>Pre Level 1/Level 1</i> – Moving Along, Themes and Dreams <i>Level 1</i> – Cat Dance, How Does it Feel? <i>Level 2</i> – Round the Clock, Machines <i>Level 2/3</i> – Indian Delight

4-7 yrs	EYFS	Key Stage 1
Compose	<ul style="list-style-type: none"> Spontaneously respond to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Explore and develop control of movement using: Actions (WHAT) – walk, jump, land, hop, skip, stretch, twist, turn Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – copy teacher/performer, on own and beginning to interact with a partner Dynamics (HOW) – slowly, quickly, smoothly, jerkily <ul style="list-style-type: none"> Begin to use own ideas to sequence dance Begin to sequence and remember a short dance 	<ul style="list-style-type: none"> Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression <ul style="list-style-type: none"> Use own ideas to sequence dance Sequence and remember a short dance Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo
Perform	<ul style="list-style-type: none"> Show interest by observing or participating in dance activities Display high levels of involvement in exploring and performing dance movements Maintain attention and concentration when exploring and performing in dance activities Demonstrate a rhythmical response which shows increasing co-ordination, strength and control Self initiate dance performance Express feelings through movement Copy and repeat dance actions 	<ul style="list-style-type: none"> Move spontaneously showing some control and co-ordination Move with confidence when e.g. walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning Move in time with music Co-ordinate arm and leg actions e.g. march and clap Interacts with a partner e.g. holding hands, swapping places, meeting and parting
Appreciate	<ul style="list-style-type: none"> Demonstrate an appropriate response to a stimuli Describe simple dance actions using the appropriate vocabulary Express and communicate feelings and preferences in own and others' dance 	<ul style="list-style-type: none"> Use imagination in dance activities Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences Recognise that dance is an enjoyable activity Recognise the changes in the body when dancing and how this can contribute to keeping healthy

DANCE in LOWER KEY STAGE 2 and UPPER KEY STAGE 2– development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	Core Assessment Tasks:
Pupils should: <ul style="list-style-type: none">• perform dances using a range of movement patterns• enjoy communicating and collaborating with each other• develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones	<i>Level 2</i> – Round the Clock, Machines <i>Level 2/3</i> – Indian Delight <i>Level 3</i> – Masquerade, What’s So Funny? <i>Level 4</i> – Making the Grade

DANCE in LOWER KEY STAGE 2 and UPPER KEY STAGE 2– development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment		Core Assessment Tasks:
Pupils should: <ul style="list-style-type: none"> perform dances using a range of movement patterns enjoy communicating and collaborating with each other develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones 		Level 2 – Round the Clock, Machines Level 2/3 – Indian Delight Level 3 – Masquerade, What’s So Funny? Level 4 – Making the Grade
7-11 yrs	Lower Key Stage 2	Upper Key Stage 2
Compose	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy(e.g. heavy/light) Choreographic devices; motif, motif development & repetition Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Musicality 	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Musicality
Perform	<ul style="list-style-type: none"> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity Demonstrate use of space – levels, directions, pathways & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting Copy, repeat and remember movement, developing movement memory 	<ul style="list-style-type: none"> Perform their dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact Copy, repeat and remember complex movement, developing movement memory
Appreciate	<ul style="list-style-type: none"> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content 	<ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Take on board feedback and deal positively with praise and criticism

