

Dance Knowledge Progression Map

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Dance unit 1: Streamers, Conkers, Playing with a ball</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> Know how their bodies feel after dancing <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Make rounded, wide and thin shapes Move and freeze with control and co-ordination Draw rounded & spiky shapes in the air Move in different directions and levels (high & low) Travel rhythmically, hopping, skipping, jumping Link movements and practice Pairs use 'follow my leader' 	<p>Dance Unit 1: The Cat, Balloons, Reach for the Stars</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> Know that they need to warm up before and calm down after dancing <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Use different levels, directions and speeds Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses. Improvise to an idea showing an immediate response Remember and repeat movement phrases and patterns with 	<p>Dance Unit 1: Who am I & The Language of Dance</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise that dance is a good activity for health & well being Understand that dance helps to mobilise joints, increase muscle flexibility and strength <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Improvise freely Create dance phrases to communicate a name Develop different ways of travelling, jumping and turning Remember and repeat simple dance phrases 	<p>Dance unit 1: These shoes are made for walking, Giraffes can't dance</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> Understand that dance helps to mobilise joints, increase muscle flexibility and strength. Know that dance develops stamina Demonstrate warm up and cool down activities <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Respond imaginatively to stimuli related to a character Perform in character and demonstrate humour Remember and repeat simple dance phrases 	<p>Dance unit 1: Rubbish Health & Fitness</p> <ul style="list-style-type: none"> Describe how dance skills increase their mobility, flexibility, strength and stamina Understand the effect warm up and cool down has on the body <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Use visual stimuli as a starting point for dance movement Work in small groups to develop ideas Use props as an integral part of the dance Perform with an awareness of both partner and group dances 	<p>Dance unit 1: World of Sport</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> Describe how dance skills increase their mobility, flexibility, strength and stamina Understand the effect warm up and cool down has on the body Demonstrate how to get the body ready to dance <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Perform set patterns with an understanding of their meaning Perform with clear intention and meaning Perform with increased

	<ul style="list-style-type: none"> • Evaluating • Observe others dancing and describe what they see • Begin to say how they could improve • Remember movements, patterns and phrases (motifs) so that I can repeat them. <p>Dance unit 2: March, March, March & Jack and the Beanstalk</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> • Know how their bodies feel after dancing <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Select movements from those they practise to create their dance • Perform simple rhythmic patterns • Perform in different formations 	<p>some control and co-ordination</p> <ul style="list-style-type: none"> • Work co-operatively with a partner to create short dance phrases • Demonstrate strong/light, quick/slow • Evaluating • Observe others and themselves dancing and identify and describe movement qualities using appropriate language. • Show an understanding of dance communicating ideas and unfolding stories • Remember movements, patterns and phrases (motifs) so that I can repeat them. 	<ul style="list-style-type: none"> • Perform basic actions clearly and fluently • Work in unison with a partner and use 'follow the leader' • Evaluating • Observe others and themselves dancing in order to understand how dance communicates moods, ideas and feelings <p>Use descriptive language when talking about dance and include personal responses</p>	<ul style="list-style-type: none"> • Use gesture and travel on own and with a partner • Understand 'follow the leader' and mirroring actions • Structure a dance with a partner • Evaluating • Observe others and themselves dancing in order to understand how dance communicates moods, ideas and feelings <p>Use descriptive language when talking about dance and include personal responses</p>	<ul style="list-style-type: none"> • Develop movement using different relationships <p>Evaluating</p> <ul style="list-style-type: none"> • Identify and suggest ways of performing performance <p>Identify the dance idea/intention/meaning</p>	<p>control/fluency and accuracy</p> <ul style="list-style-type: none"> • Work collaboratively in small and large groups • Develop motifs using time/space/people • Evaluating • Identify and suggest ways of performing performance • Identify the dance idea/intention/meaning • Suggest their own personal view on the composition
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	<ul style="list-style-type: none"> • Create movement ideas in response to a story and repeated patterns • Improvise to an idea showing an immediate response • Know and perform some basic dance actions with some understanding of mood and feeling • Turn, jump and travel in different ways using gesture, shape and stillness • Copy, remember and repeat simple dance phrases • Evaluating • Observe others dancing and describe what they see • Begin to say how they could improve • Remember movements, patterns and 	<p>Dance Unit 2: Friends, Bubbles, Shadows</p> <p>Health & Fitness</p> <ul style="list-style-type: none"> • Know that they need to warm up before and calm down after dancing • Understand how important it is to be active and that dance is a way to be active <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • Understand and perform basic travelling skills on feet • Use change of direction • Work co-operatively with a partner to create a dance • Demonstrate sad and happy movements • Respond to different stimuli • Perform dance actions with some 				
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	<p>phrases (motifs) so that I can repeat them.</p>	<p>understanding of mood and feeling</p> <ul style="list-style-type: none">• Change, vary and link actions• Travel, turn, jump, gesture, show shape and stillness to create a dance• Evaluating• Observe others and themselves dancing and identify and describe movement qualities using appropriate language.• Recognise different dance forms and compositional skills <p>Use a range of words to describe movements they have learnt</p>				
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PROGRESSION MAP



CURRICULUM AREA: PE Dance

Healthy hearts and happy minds

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

- lead healthy, active lives.

KS1 Subject content

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 co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2 Subject Content

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.