

Dance skills progression

Year groups	Skills and progression
<p>Reception (8 weeks)</p> <ul style="list-style-type: none"> - Twinkle, Twinkle Little Star (1 week) - Hickory Dickory Dock (1 week) - The Grand of Duke of York (1 week) - What's in the box? (2 weeks) - We're going on a bear hunt (3 weeks) 	<p>By the end of Reception children will be able to;</p> <ul style="list-style-type: none"> • Perform a star shapes and marches. • Link some actions together to form a short sequence. • Fluently move from one movement to another. • Remember and perform a short dance phrase. • Step and move with a simple beat. • Take off and land safely when jumping with control and balance. • Hold positions with control and stillness. • Show softness and gentleness in their movements when required. • Adjust the speed of their travel and carry out movements with control.
<p>Year 1</p> <ul style="list-style-type: none"> - Animals (10 weeks) 	<p>By the end of Year 1 children will be able to;</p> <ul style="list-style-type: none"> • Come up with and demonstrate ways of using their body to represent animal movements. • Link ideas to create shorts movement phrase. • Describe some movements, body parts and actions used. • Know that their breathing rate increases during exercise. • Perform actions and movements in time with the beat. • Describe what a level is and give examples from a routine. • Describe the different speeds, actions and movements that can be used in dance. • Describe how dance makes them feel. • Perform a short routine in small groups.
<p>Year 2</p> <ul style="list-style-type: none"> - Seasons (10 weeks) 	<p>By the end of Year 2 children will be able to;</p> <ul style="list-style-type: none"> • Use a range of stimuli to create a range of actions • Use appropriate language to describe actions created • Identify movements which are performed slowly and quickly.

	<ul style="list-style-type: none"> • Begin to link movements together to create a fluent dance phrase • Watch others perform and describe what they see (what they like / don't like). • Compare feelings and emotions different movements and speeds are creating. • Know what heart rate, breathing rate and body temperature mean.
Year 3	<p>By the end of Year 3, children will be able to;</p> <ul style="list-style-type: none"> • Describe what unison is and give examples. • Explain what canon is and give examples. • Perform different movements at different speeds according to the idea they are trying to communicate. • Describe how different speeds improve the performance. • Describe and give examples of 'push and pull' and 'over and under' movements.
Year 4 - African (2 weeks) - Bollywood (2 weeks) - Haka (2 weeks)	<p>By the end of Year 4 children will be able to;</p> <ul style="list-style-type: none"> • Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing. • Give a brief description of the history and origin of the different dance styles studied. • Describe shapes and movements created and the speed at which they are performed for each dance style. • Identify the location of the main joints. • Make simple suggestions to improve their own and others' work. • Perform movements with accuracy and timing. • Know the location of key muscles within the body. • Know what the heart rate is and why it needs to increase during exercise.
Year 5 - Twist (2 weeks) - Disco (2 weeks) - Street (2 weeks)	<p>By the end of Year 5 children will be able to;</p> <ul style="list-style-type: none"> • Give and demonstrate examples movement ideas which can be incorporated into a dance warm up. • Know where the different dance styles originated (location and time frame). • Identify similarities and differences between the difference dance styles studied. • Analyse and improve their own and others performances. • Adapt given dance movements and make them their own • Identify different emotions which can be portrayed through dance. • Explain how and why warm ups need to gradually increase in intensity.
Year 6	<p>By the end of Year 6 children will be able to;</p> <ul style="list-style-type: none"> • Understand the word unison and canon are and demonstrate these.

Performance and show
(7 weeks)

- Perform actions correctly and analyse to find improvements.
- Understand the different joints mobilised joining certain movements.
- Create expression and emotion through dance moves.
- Understand and explain the impact of slow and fast movements in dance and to perform movements. at different speeds for effect.
- Create, perform and analyse dance sequences and movements in different size groups.