Progression of Knowledge and Skills through Dance

Year Reception:

- I know to march in time to music by myself and with a partner.
- I can make up a simple dance with 3 parts.
- I know the parts of dance and can remember what to do.
- I know how to move in different directions with speed and control.

Other areas that may apply:

Focus on 5 fundamental movement skills: **Jumping** **Throwing** **Hopping** **Running** **Catching**	**FMS**	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and it groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	**Gross motor skills**	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Progression of Knowledge and Skills through Dance

PE Progression through Lancashire PE SOW: Dance Activities - Years 1 and 2

	Year 1	Year 2
Aim of Educational Dance	Children will explore basic body actions, *eg jumping and turning,* and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.
Performance of skills - Progression	▸ Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	▸ Perform fundamental movement skills at a developing level and start to master some basic movements ▸ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.
Developing Physical Skills – Lancashire Scheme	**Body Actions** ▸ Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) **Travel, Turn, Jump, Gesture, Stillness** ▸ Copy simple movement patterns ▸ Show and tell using body actions to explore moods, ideas and feelings. ▸ Vary speed, strength, energy and tension of their movements.	**Body Actions** ▸ Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) **Travel, Turn, Jump, Gesture, Stillness** ▸ Copy simple movement patterns ▸ Show and tell using body actions to explore moods, ideas and feelings. ▸ Vary speed, strength, energy and tension of their movements.
Application of skills – Lancashire Scheme (Core Task)	Choose movements to make their own simple dance phrase with beginning, middle and ending. • Practice and repeat these short dance phrases so they can be performed in a controlled way. • Choose and link actions that express a mood, idea or feeling Lancashire units – Three little pigs, Toy Story, Fire-Fire and Robots	Choose movements to make their own simple dance phrase with beginning, middle and ending. • Practice and repeat these movements so they can be performed in a controlled way. • Choose and link actions that express a mood, idea or feeling • Remember and repeat movements showing greater control, coordination and spatial awareness. Lancashire units – Moving Along, Seaside, Once Upon a Giant, Explorers and Wind in the Willows
Character Education		

Progression of Knowledge and Skills through Dance

PE Progression through Lancashire PE SOW: Dance Activities – Year 3, 4, 5 and 6

	Year 3	Year 4	Year 5	Year 6
Aim of Educational Dance activities In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.
Progression of performance of skills	▸ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	▸ Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.	▸ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	▸ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
Developing Performing Skills	▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. ▪ To perform more complex dance phrases that communicates character and narrative. ▪ To perform in a whole class performance.			
Application of Skills - Composing	▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively.			
Appreciation	▪ To talk about how they might improve their dances. ▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. ▪ To understand how a dance is formed and performed. ▪ To evaluate, refine and develop their own and others' work.			
	▸ Resilience	▸ Encouragement	▸ Respect	▸ Resilience