

Early Years

The main Early Years Outcomes covered in the Dance units are:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>The main KS1 national curriculum aims covered in the Dance units are:</p> <ul style="list-style-type: none"> • 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 coordination, and begin to apply these in a range of activities; • Perform dances using simple movement patterns. 	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Perform dances using a range of movement patterns; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Vocabulary Progression for Dance				
Rec	Y1	Y2	Y3	Y4
Space Body bards High Low muisc	Move Stillness Direction Space Body parts Levels Speed	Travel Direction Pattern Timing Mirrored Copy	Repetition Action and reaction Pattern Levels Pause Dance style Technique	Structure Composition Sequence Fluency Continuous Static Flow Sporadic Pattern Rhythm Variation Unison Canon Spatial awareness Stimuli

Health and Fitness				
Rec	Y1	Y2	Y3	Y4
<p>a Describe how the body feels when still and when exercising.</p>	<p>a Describe how the body feels before, during and after exercising.</p> <p>b Carry and place equipment safely.</p>	<p>a Recognise and describe how the body feels during and after different physical activities.</p> <p>b Demonstrate how to safely carry and store equipment.</p> <p>c Explain why they need to stay safe.</p>	<p>a Recognise and describe the effects of exercise on the body.</p> <p>b Begin to identify risks around the environment/activity.</p> <p>c Know the importance of strength and flexibility for physical activity.</p> <p>d Explain why it is important to warm up and cool down.</p>	<p>a Describe how the body reacts at different times and how this affects performance.</p> <p>b Explain why exercise is good for your health and long term mental well-being.</p> <p>c Name some benefits of warming up and cooling down.</p>
Dance Skills				
Rec	Y1	Y2	Y3	Y4
<p>a Join a range of different movements together.</p> <p>b Change the speed of their actions.</p> <p>c Change the style of their movements.</p> <p>d Create a short movement phrase which demonstrates their own ideas.</p>	<p>a Copy and repeat actions.</p> <p>b Put a sequence of actions together to create a motif.</p> <p>c Vary the speed of their actions.</p> <p>d Use simple choreographic devices such as unison, canon and mirroring.</p> <p>e Begin to improvise independently to create a simple dance.</p>	<p>a. Copy, remember and repeat actions.</p> <p>b. Create a short motif inspired by a stimulus.</p> <p>c. Change the speed and level of their actions.</p> <p>d. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>e. Use different transitions within a dance motif.</p>	<p>a Begin to improvise with a partner to create a simple dance.</p> <p>b Create motifs from different stimuli.</p> <p>c Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>d Use simple dance vocabulary to compare and improve work.</p>	<p>a Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>b Compose a dance that reflects the chosen dance style.</p> <p>c Confidently improvise with a partner or on their own.</p> <p>d Compose longer dance sequences in a small group.</p>

		<p>f. Move in time to music.</p> <p>g. Improve the timing of their actions.</p>	<p>e Perform with some awareness of rhythm and expression.</p>	<p>e Demonstrate precision and some control in response to stimuli.</p> <p>f Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>g Demonstrate rhythm and spatial awareness.</p> <p>h Change parts of a dance as a result of self-evaluation.</p> <p>i Use simple dance vocabulary when comparing and improving work.</p>
--	--	---	--	--

Compete/Perform				
Rec	Y1	Y2	Y3	Y4
<p>a Control my body when performing a sequence of movements.</p>	<p>a Perform using a range of actions and body parts with some coordination.</p> <p>b Begin to perform learnt skills with some control.</p>	<p>a Perform sequences of their own composition with coordination.</p> <p>b Perform learnt skills with increasing control.</p> <p>c Compete against self and others.</p>	<p>a Develop the quality of the actions in their performances.</p> <p>b Perform learnt skills and techniques with control and confidence.</p> <p>c Compete against self and others in a controlled manner.</p>	<p>a Perform and create sequences with fluency and expression.</p> <p>b Perform and apply skills and techniques with control and accuracy</p> <p>c Possibly represent Stannington at intra-school competitions and events</p> <p>d Perform confidently to the whole school/parents.</p>
Evaluate				
Rec	Y1	Y2	Y3	Y4
<p>a Talk about what they have done.</p> <p>b Talk about what others have done.</p>	<p>a Watch and describe performances.</p> <p>b Begin to say how they could improve.</p>	<p>a Watch and describe performances, and use what they see to improve their own performance.</p> <p>b Talk about the differences between their work and that of others.</p>	<p>a Watch, describe and evaluate the effectiveness of a performance.</p> <p>b Describe how their performance has improved over time.</p> <p>c Begin to use technology to record a partner/group and give feedback whilst watching back footage.</p>	<p>a Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>b Modify their use of skills or techniques to achieve a better result.</p> <p>c To begin using specialist apps and slow motion function to capture performances and give specific feedback to performers.</p>