

DANCE – development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	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 		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 	
Core Assessment Tasks:	Moving Along, Themes and Dreams	<i>Cat Dance, How Does it Feel?</i> Round the Clock, Machines Indian Delight	Round the Clock, Machines Indian Delight	Masquerade, What's So Funny? Making the Grade
Compose	EYFS <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: <p>Actions (WHAT) – walk, jump, land, hop, skip, stretch, twist, turn</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – copy teacher/performer, on own and beginning to interact with a partner</p> <p>Dynamics (HOW) – slowly, quickly, smoothly, jerkily</p> <ul style="list-style-type: none"> Begin to use own ideas to sequence dance Begin to sequence and remember a short dance 	Key Stage 1 <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: <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <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 	Lower Key Stage 2 <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; <p>Actions (WHAT); travel, turn, gesture, jump, & stillness</p> <p>Space (WHERE); formation, direction & levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/canon</p> <p>Dynamics (HOW); explore speed, energy(e.g. heavy/light)</p> <p>Choreographic devices; motif, motif development & repetition</p> <ul style="list-style-type: none"> Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Musicality 	Upper Key Stage 2 <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; <p>Actions (WHAT); travel, turn, gesture, jump, & stillness</p> <p>Space (WHERE); formation, direction, level & pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <ul style="list-style-type: none"> Musicality

<p>Perform</p>	<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 	<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
<p>Appreciate</p>	<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 	<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