|           |  |   |   | Dance  |  |   |  |
|-----------|--|---|---|--|--|---|--|
| Key Skill | Reception  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
| Dance     | Join a range of different movements together.  Change the speed of their actions.                                  | Copy and repeat actions.  Put a sequence of actions together to create a motif.   | Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  | Begin to improvise with a partner to create a simple dance.  Create motifs from different  | Identify and repeat the movement patterns and actions of a chosen dance style.   | Identify and repeat the movement patterns and actions of a chosen dance style.  | Identify and repeat the movement patterns and actions of a chosen dance style.   |
|           | actions.  Change the style of their movements.  Create a short movement phrase which demonstrates their own ideas. | Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance. | Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif.  Move in time to music. Improve the timing of their actions. | stimuli. Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression. | Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli. | Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the | Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate |
|           |  |   |   |  | dynamics and<br>develop actions<br>and motifs in<br>response to  | movements they devise in response to stimuli.   | strong and<br>controlled<br>movements<br>throughout a  |

| Demonstrate rhythm and spatial awareness.  Change parts of a dance as a result of self-and peer evaluation.  Was more as a result of self and peer evaluation.  Use transitions to link motifs smoothly together.  Change parts of a dance as a result of self-and peer evaluation.  Use simple dance vocabulary when comparing and improving work.  Wow motifs.  Use transitions to link motifs smoothly flexibility, together.  Combine flexibility, together.  Combine flexibility, together.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of transition.  Use more complex dance vocabulary to compare and improve work.  Wow and change of pace and timing in their movements.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of transitions to link motifs.  Somothly flexibility, together.  Combine flexibility, tochniques and movements to correct a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of transitions to link motifs.  Somothly flexibility, tochniques and movements to comporate and motified and proving and with the required style in relation to the stimulus, e.g. using various levels, ways of transitions to link motifs.  Somothly flexibility, tochniques and movements to comporate and motified and proving and intervence appropriately and with the confidence, still demonstrating fluency across their sequence.  Move transitions to lonk movements to confidence, still demonstration fluency across the required style in actions fit the music.  Use more complex dance vocabulary to compare and improve work.  |  |  | stimuli.         |                  | dance sequence. |
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| rhythm and spatial awareness.  Change parts of a dance as a result of self-evaluation.  Use simple dance vocabulary when comparing and improving work.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to a sequence was a result of self and peer evaluation.  Use more complex dance vocabulary to compre and improve work.  |  |  |                  | llea transitions | uunce sequence. |
| spatial awareness.  Change parts of a dance as a result of self-evaluation. Use simple dance comparing and improving work.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compre and improve work.  Use more complex dance vocabulary to compre and improve work.  Spatial symothy techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.  Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences.  Move required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.  Show a change of pace and timing in their movements.  |  |  |                  |                  | Cambina         |
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| vocabulary to compare and improve work.  Nove rhythmically and accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across   |  |  |                  |                  |                 |
| compare and improve work.  compare and improve work.  accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across  |  |  |                  | · ·              | Move.           |
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| dance sequences. Improvise with confidence, still demonstrating fluency across   |  |  |                  | · ·              | •               |
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| Their sequence.  |  |  |                  |                  |                 |
|  |  |  |                  |                  | men sequence.   |

|                        |  |  |   |  |   |  | Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation.  Use complex dance vocabulary to compare and improve work. |
|------------------------|--|--|---|--|---|--|---|
| Compete and<br>Perform | Control my body<br>when<br>performing a<br>sequence of<br>movements. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with | Perform sequences of their own composition with coordination.  Perform learnt skills with | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with | Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with | Perform own longer, more complex sequences in time to music.  Consistently perform and | Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time   |

|          |  | some control.  | increasing<br>control.<br>Compete against<br>self and others.   | control and confidence.  Compete against self and others in a controlled manner.   | control and<br>accuracy.   | apply skills and<br>techniques with<br>accuracy and<br>control.   | to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. |
|----------|--|--|---|--|--|---|---|
| Evaluate | Talk about what they have done.  Talk about what others have done. | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.           |