

DANCE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS / National Curriculum Links	<p>Unit 1 & 2:</p> <ul style="list-style-type: none"> To accurately replicate basic dance movements and enjoy participating in a broad range of activities 	<p>Unit 1:</p> <ul style="list-style-type: none"> Extend coordination, flexibility and balance. Perform short, simple movement patterns Watch others and say what they liked about a performance <p>Unit 2:</p> <ul style="list-style-type: none"> Become increasingly confident in simple body actions and shapes. Choose and develop simple actions independently and apply to a movement pattern 	<p>Unit 1:</p> <ul style="list-style-type: none"> Become increasingly competent and confident in fundamental basic ABC in relation to dance activity. Develop and perform simple movement patterns <p>Unit 2:</p> <ul style="list-style-type: none"> Develop competence To perform a simple movement pattern (motif) in a given formation. 	<p>Unit 1 & 2:</p> <ul style="list-style-type: none"> Develop and perform simple routines Perform to an audience 	<p>Unit 1 & 2:</p> <ul style="list-style-type: none"> Perform routines to audiences Perform using a range of movement patterns and set phrases Work collaboratively in groups 	<p>Unit 1:</p> <ul style="list-style-type: none"> Perform routines to audiences Perform in a variety of dance styles Work collaboratively in groups <p>Unit 2:</p> <ul style="list-style-type: none"> Perform routine to audiences Perform using a range of movement patterns and set phrases Work collaboratively in groups 	<p>Unit 1:</p> <ul style="list-style-type: none"> Work collaboratively with a partner and in small groups to perform more complex dances Compare performances with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control in a range of dances. <p>Unit 2:</p> <ul style="list-style-type: none"> Work hard to challenge self to improve the quality of performance Work in collaboration to apply group devices Compare own performances with others
Progression of Skills	<p>Autumn 1: Unit 1</p> <ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns and different speeds Perform a wide variety of dance actions both similar and contrasting. Copy, repeat, and perform simple movement patterns <p>Spring 2: Unit 2</p> <ul style="list-style-type: none"> Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group. 	<p>Autumn 2: Unit 1 Summer 1: Unit 2</p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. 	<p>Autumn 2: Unit 1 Summer 1: Unit 2</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs. 	<p>Spring 1: Unit 1 Summer 2: Unit 2</p> <ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building improvisation skills to build a narrative around a theme. Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. Delve deeper into opposing dynamics.. 	<p>Spring 1: Unit 1 Summer 2: Unit 2</p> <ul style="list-style-type: none"> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<p>Autumn 1: Unit 1 Spring 2: Unit 2</p> <ul style="list-style-type: none"> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<p>Autumn 1: Unit 1 Spring 2: Unit 2</p> <ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation
	<ul style="list-style-type: none"> Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work. Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif. 	<ul style="list-style-type: none"> Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds. 	<ul style="list-style-type: none"> Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clock face to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways. 	<ul style="list-style-type: none"> Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance. 	<ul style="list-style-type: none"> Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance. 	<ul style="list-style-type: none"> Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence. 	<ul style="list-style-type: none"> Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.
Key Vocabulary	<p>Unit 1: Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow</p> <p>Unit 2: Africa, elephants, fast, feet, flow, giraffes, join, monkeys, rhythm, step, stretch, teamwork</p> <p>Turn: To rotate the body whilst moving</p> <ul style="list-style-type: none"> 180°/360° spin when jumping <p>Twist: To rotate the body whilst keeping your feet on the floor</p> <ul style="list-style-type: none"> 180°/360° pivot in a routine 	<p>Unit 1: stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end</p> <p>Unit 2: compose, choose, select, emotions, canon, rhyme, theme, character, round, respond</p> <p>Compose: Combine and put together different movements and actions into a dance.</p> <ul style="list-style-type: none"> A sequence of movement <p>Canon: When the same action is repeated by a group of dancers one after the other.</p> <ul style="list-style-type: none"> Four children jump one after another 	<p>Unit 1: direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying</p> <p>Unit 2: dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage</p> <p>Unison: When the same action is repeated by a group of dancers at the same time.</p> <ul style="list-style-type: none"> Four children jump at the same time <p>Mirror: Presenting the mirror image.</p> <ul style="list-style-type: none"> Two performers perform a dance opposite each other in a mirror image 	<p>Unit 1: facial expression, improvisation, rehearse, director</p> <p>Unit 2: solo, duo, action categories, dynamics, phrases, timing, layers, harm, pollution, zones, ocean, sea, travel, improvise</p> <p>Rhythm: A uniformed, recurring pattern of beat or music.</p> <ul style="list-style-type: none"> Performing to beats of 8 <p>Improvisation: React to music to perform actions or sequences that are not pre-planned.</p> <ul style="list-style-type: none"> Move to match a new piece of music 	<p>Unit 1: improvisation, rehearse, director, choreographer, slide, formation, freeze frames</p> <p>Unit 2: size, direction, background, ornamentation, facing</p> <p>Levels: The different heights actions and dances can be performed</p> <ul style="list-style-type: none"> Actions performed at low, medium or high e.g. slithering along the floor and leaping in the air <p>Facial Expression: A non-verbal way to communicate a message using the face</p> <ul style="list-style-type: none"> Smiling during a happy piece of music 	<p>Unit 1: facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns</p> <p>Unit 2: assemble, sissone, saute, chaine, retrograde, inversion, instrumentation, fragmentation</p> <p>Choreographer: A person who creates a dance sequence to perform</p> <ul style="list-style-type: none"> Creating and teaching a group a dance <p>Formation: In a group dance, the position of each dancer when performing</p> <ul style="list-style-type: none"> A group performs in a circle or line 	<p>Unit 1: motif, street dance, Hakka, composition, collaborate, stag, leap, rebound, expression</p> <p>Unit 2: narrative, tension & relationships, aural setting, accompany, contact, quality, confidence</p> <p>Gesture: The movement of a body part without using your weight</p> <ul style="list-style-type: none"> Waving, pointing or nod etc <p>Dynamics: Quality of movement, the intangible factor that adds uniqueness, richness and power</p> <ul style="list-style-type: none"> Dynamics is the energy put into a dance e.g. stabbing, jerkin, graceful, erratic etc.