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| **Rusper Primary PE Skills Progression – Dance** | | | | | | | |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Health and fitness** | Describe how the body feels when still and when exercising | Describe how the body feels before, during and after exercise. Carry and place equipment safely | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy | Recognise and describe the effects of exercise on the body  Know the importance of strength and flexibility for physical activity    Explain why it is important to warm up and cool down | Describe how the body reacts at different times and how this affects performance  Explain why exercise is good for your health  Know some reasons for warming up and cooling down | Know and understand the reasons for warming up and cooling down    Explain some safety principles when preparing for and during exercise | Understand the importance of warming up and cooling down  Carry out warm-ups and cool-downs safely and effectively  Understand why exercise is good for health, fitness and wellbeing  Know ways they can become healthier |
| **Dance skills** | Join a range of different movements together  Change the speed of their actions  Change the style of their movements  Create a short movement phrase which demonstrates their own ideas | Copy and repeat actions  Put a sequence of actions together to create a motif  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 | Copy, remember and repeat actions  Create a short motif inspired by a stimulus  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 | Begin to improvise with a partner to create a simple dance  Create motifs from different 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 | Identify and repeat the movement patterns and actions of a chosen dance style  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  Begin to vary dynamics and develop actions and motifs in response to stimuli  Demonstrate rhythm and spatial awareness  Change parts of a dance as a result of self-evaluation  Use simple dance vocabulary when comparing and improving work | Identify and repeat the movement patterns and actions of a chosen dance style  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 movements they devise in response to stimuli  Use transitions to link motifs smoothly together  Improvise with confidence, still demonstrating fluency across the sequence  Ensure their actions fit the rhythm of the music  Modify parts of a sequence as a result of self and peer evaluation  Use more complex dance vocabulary to compare and improve work | Identify and repeat the movement patterns and actions of a chosen dance style  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 strong and controlled movements throughout a dance sequence  Combine flexibility, 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. Improvise with confidence, still demonstrating fluency across their 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 |
| **Complete/perform** | Control my body when performing a sequence of movements | Perform using a range of actions and body parts with some coordination    Begin to perform learnt skills with some control | Perform sequences of their own composition with coordination  Perform learnt skills with increasing control  Compete against self and others | Develop the quality of the actions in their performances  Perform learnt skills and techniques with control and confidence  Compete against self and others in a controlled manner | Perform and create sequences with fluency and expression    Perform and apply skills and techniques with control and accuracy | Perform own longer, more complex sequences in time to music  Consistently perform and apply skills and techniques with accuracy and control | Link actions to create a complex sequence using a full range of movement    Perform the sequence in time 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 |