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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 bodyKnow 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 downCarry out warm-ups and cool-downs safely and effectivelyUnderstand why exercise is good for health, fitness and wellbeingKnow ways they can become healthier |
| **Dance skills** | Join a range of different movements togetherChange the speed of their actionsChange the style of their movements Create a short movement phrase which demonstrates their own ideas | Copy and repeat actionsPut a sequence of actions together to create a motifVary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroringBegin to improvise independently to create a simple dance | Copy, remember and repeat actionsCreate a short motif inspired by a stimulusChange the speed and level of their actionsUse simple choreographic devices such as unison, canon and mirroringUse different transitions within a dance motifMove in time to musicImprove the timing of their actions | Begin to improvise with a partner to create a simple danceCreate motifs from different stimuliBegin to compare and adapt movements and motifs to create a larger sequenceUse simple dance vocabulary to compare and improve workPerform with some awareness of rhythm and expression | Identify and repeat the movement patterns and actions of a chosen dance styleCompose a dance that reflects the chosen dance style Confidently improvise with a partner or on their ownCompose longer dance sequences in a small groupDemonstrate precision and some control in response to stimuliBegin to vary dynamics and develop actions and motifs in response to stimuliDemonstrate rhythm and spatial awarenessChange parts of a dance as a result of self-evaluationUse simple dance vocabulary when comparing and improving work | Identify and repeat the movement patterns and actions of a chosen dance styleCompose individual, partner and group dances that reflect the chosen dance styleShow a change of pace and timing in their movementsDevelop an awareness of their use of space.Demonstrate imagination and creativity in the movements they devise in response to stimuliUse transitions to link motifs smoothly togetherImprovise with confidence, still demonstrating fluency across the sequenceEnsure their actions fit the rhythm of the musicModify parts of a sequence as a result of self and peer evaluationUse more complex dance vocabulary to compare and improve work | Identify and repeat the movement patterns and actions of a chosen dance styleCompose individual, partner and group dances that reflect the chosen dance styleUse dramatic expression in dance movements and motifsPerform with confidence, using a range of movement patternsDemonstrate 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 motifsShow a change of pace and timing in their movements Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequenceDance with fluency and control, linking all movements and ensuring that transitions flowDemonstrate consistent precision when performing dance sequences Modify some elements of a sequence as a result of self and peer evaluationUse 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 controlCompete against self and others | Develop the quality of the actions in their performances Perform learnt skills and techniques with control and confidenceCompete 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 musicConsistently 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 musicPerform and apply a variety of skills and techniques confidently, consistently and with precision |
| **Evaluate** | Talk about what they have doneTalk about what others have done | Watch and describe performancesBegin to say how they could improve | Watch and describe performances, and use what they see to improve their own performanceTalk 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’ performancesExplain 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 |