

Dance Progression of Key knowledge

If I know this....

Time- know that if I listen carefully to the music/tambourine, it helps me move in time to it
Control- I know how to follow simple instructions to move my body
Relationships- I know how to lead or follow my partner, and show expression with different characters
Space- know that I can move around an area in different ways (safely)
Dynamics- understand how to move differently with various characters
Stimulus- know a story or character can help me make up a dance

Time- know that if I listen to the time of the music/tambourine, it helps me move with it
Control- I know that control is making a dance look strong e.g. strong actions and balances
Relationship- know that I can dance in different ways with a partner, e.g side by side, face to face
Space- know how to move around an area with my body at different levels
Dynamics- Know that I can move at different speeds when dancing
Stimulus- know how to explore movements in response to a story/theme

Time- know that if the beat of the music/tambourine changes, my movement should change to keep in time
Control- know how to move my body with control, like tiptoeing or spinning.
Relationship- know that I can dance as part of a group in different ways e.g. a line, circle
Space- know how to change direction when moving around an area with my body at different levels
Dynamics- know that I can use different actions at different speeds when dancing
Stimulus- know that I can create a dance to a story/theme

Time- know how to perform with a sense of timing and expression
Control- I know how to perform turns, leaps, and balances at different speeds with control.
Relationship- know how to choose an action and try to move in unison or canon with a partner
Space- know that there are different types of pathways in dance
Dynamics- know how to use different energies in my dance
Stimulus- know how to translate ideas from a stimulus into a dance

Time- know how to perform with a sense of timing, expression and energy
Control- I know how move with control and how to change the energy of my movements to make them strong or gentle
Relationship- know how to dance in unison/canon with a partner/group and use formations
Space- know how to perform levels and pathways in dance with control
Dynamics- know how to use different energy, expression and timing in my dance
Stimulus- know how to translate a range of different stimuli into a dance

Time- know that time is closely linked to dynamics
Control- I know how to perform longer and more complicated sequences with control
Relationship- know the concept of relationships and how to incorporate some elements in my dance
Space- know the concept of the space and how to apply this to my dance
Dynamics- know the concept of dynamics and how to use in a dance
Stimulus- know what a stimulus is and how I can apply it to any dance

Time- know the importance of timing to create a fluent performance
Control- I know how to use control and expression to make my dance performances effective and engaging.
Relationship- know more complex relationship elements and use these to create a performance
Space- know how to combine a variety of space elements in my dance to create a performance
Dynamics- know what dynamic elements to choose to create an impactful dance
Stimulus- know that I can translate ideas from a stimulus into a performance incorporating dance elements



Dance Progression of Key Skills

It can help me to do this....

EY Time-Move in time to different music
Control- Experiment with different ways of moving
Relationships- Move around an area following a leader
Space- Experiment with actions at different levels
Dynamics- Moving to a tambourine at different speeds
Stimulus- Moving around showing different actions as character

Yr 1 Time- Listen to the music and begin to move in time to it
Control- perform different actions and movement and move with control
Relationships- Begin to dance at the same time with a partner
Space- Begin to use dance movements using space e.g levels, direction and travelling
Dynamics- Begin choose actions change the speed of this
Stimulus- Use a story to create a dance with a start and finish

Yr 2 Time- Listen to the beat of the music and move my body in time to it
Control- Perform fast or slow actions with control when dancing
Relationships- Dance at the same time as my partner/group.
Space- Use different levels in a dance, travel in a variety of ways and directions
Dynamics- Change the speed of the action/movement in dance
Stimulus- Respond imaginatively to a story/theme and explore movements

Yr 3 Time- Begin to perform with timing
Control- Perform turns, leaps, and balances at different speeds with control
Relationships- Dance in unison and canon with a partner/group
Space- Perform dance movements incorporate space elements e.g levels and pathways
Dynamics- Begin to perform with a good sense of expression and energy
Stimulus- Begin to use their own movements based on a theme to create a dance performance

Yr 4 Time- Perform with timing a good sense of timing
Control- Perform movements with high or low energy with control
Relationships- Dance in unison and canon with a partner/group performing a range of movement patterns
Space- Perform dance movements using variety of space elements e.g levels, formations and pathways
Dynamics- Perform with expression and energy
Stimulus- Can use their own movements based on a theme to create a dance performance

Yr 5 Time- Transition from one part of the dance to another
Control- Create a performance displaying dance elements performing with control
Relationships- Demonstrate 'relationship' elements- unison, canon, matching, mirroring and formations
Space- Begin to demonstrate more complex 'space' elements (levels, size of movement, directions and pathways)
Dynamics- Perform some 'dynamic' elements in the dance- Energy, Speed and Flow
Stimulus- Translate ideas from a stimulus into a performance – and incorporate some dance elements

Yr 6 Time- When transitioning from one part of the dance to another show good timing as a group
Control- Create a performance displaying a range dance elements performing with good control
Relationships- Demonstrate new 'relationship' elements- contact, contrast, complement, proximity
Space- Demonstrate more complex 'space' elements (levels, size of movement, directions and pathways)
Dynamics- Perform a variety of 'dynamic' elements in the dance- perform with control and fluency
Stimulus- Translate ideas from a stimulus into a performance – and incorporate a variety dance element