



PROGRESSION OF KEY SKILLS

Dance

EY
Move in time to different music
Experiment with different ways of moving
Move around an area following a leader
Experiment with actions at different levels
Move with different expression e.g. as characters
Moving around showing different characters

1	Year 1
	Listen to the music and begin to move in time to it
	Perform different actions and movement and move with control
	Begin to dance with a partner
	Begin to use dance movements using space e.g. levels, direction and travelling,
	Begin to change the speed of the actions I choose
	Use a story to create a dance with a start and finish

2	Year 2
	Listen to the beat of the music and move my body in time to it
	Perform fast or slow actions with control when dancing
	Dance with my partner/group
	Use different levels in a dance, travel in a variety of ways and directions
	Change the speed of the action/movement in dance
	Respond imaginatively to a story/theme and explore movements

3	Year 3
	Move in time to the music with expression
	Perform turns, leaps, and balances at different speeds with control
	Dance in unison and canon with a partner/group
	Perform dance movements incorporate space elements e.g. levels and pathways
	Begin to perform with a good sense of expression and energy
	Begin to use their own movements based on a theme to create a dance performance

4	Year 4
	Keep in time with my group in a performance
	Perform movements with high or low energy with control
	Dance in unison and canon with a partner/group performing a range of movement patterns
	Perform dance movements using variety of space elements e.g. levels, formations and pathways
	Perform with expression and energy
	Can use their own movements based on a range of themes to create a dance performance

5	Year 5
	Change my energy depending on time of the music
	Create a performance displaying dance elements performing with control
	Demonstrate 'relationship' elements- unison, canon, matching, mirroring and formations
	Begin to demonstrate more complex 'space' elements; levels, size of movement, directions and pathways
	Perform some 'dynamic' elements in the dance- Energy, Speed and Flow
	Translate ideas from a stimulus into a performance - and incorporate dance elements

6	Year 6
	Keeping in time when transitioning from one part of the dance to another
	Create a performance displaying a range dance elements performing with good control
	Demonstrate new 'relationship' elements- contact, contrast, complement, proximity
	Demonstrate more complex 'space' elements (levels, size of movement, directions and pathways)
	Perform a variety of 'dynamic' elements in the dance- perform with control and fluency
	Translate ideas from a stimulus into a performance - and incorporate a variety dance elements

