

P.E. Progression Document (Dance)



Early Years		
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Manage their own needs.

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Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
Physical Development	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Expressive Arts and Design	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Dance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances, using simple movement patterns 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best 			
Dance Compose	<p><i>Copy some moves</i></p> <p><i>Develop control of movement using:</i></p> <p><i>Actions (WHAT) – travel, stretch, twist, turn, jump</i></p> <p><i>Space (WHERE) – forwards, backwards, sideways, safely showing an awareness of others</i></p> <p><i>Relationships (WHO) – on own and with a partner</i></p>	<p><i>Develop control of movement using:</i></p> <p><i>Actions (WHAT) – travel, stretch, twist, turn, jump</i></p> <p><i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i></p> <p><i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i></p>	<p><i>Create dance phrases/dances to communicate an Idea</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, jump, stillness</i></p> <p><i>Space (WHERE); direction</i></p> <p><i>Relationships (WHO); duo/solo</i></p> <p><i>Dynamics (HOW); explore speed</i></p> <p><i>Link phrases to music</i></p>	<p><i>Create dance phrases/dances to communicate an Idea</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction and levels</i></p> <p><i>Relationships (WHO); whole group/duo/solo, unison/canon</i></p>	<p><i>Create longer, challenging dance phrases/dances</i></p> <p><i>Select appropriate movement material to express ideas/thoughts/feelings</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction, level, pathways</i></p>	<p><i>Create longer, challenging dance phrases/dances</i></p> <p><i>Select appropriate movement material to express ideas/thoughts/feelings</i></p> <p><i>Develop movement using;</i></p> <p><i>Actions (WHAT); travel, turn, gesture, jump, stillness</i></p> <p><i>Space (WHERE); formation, direction, level, pathways</i></p>

	<p><i>Dynamics (HOW) – slowly, quickly,</i></p> <p><i>Use own ideas to sequence dance</i></p> <p><i>Sequence and remember a short dance</i></p>	<p><i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i></p> <p><i>Use own ideas to sequence dance</i></p> <p><i>Sequence and remember a short dance</i></p>		<p><i>Dynamics (HOW); explore speed, energy</i></p> <p><i>Choreographic devices; motif, motif development and repetition</i></p> <p><i>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</i></p> <p><i>Link phrases to music</i></p>	<p><i>Relationships (WHO); solo/duo/trio, unison/canon</i></p> <p><i>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</i></p> <p><i>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</i></p> <p><i>Link phrases to music</i></p>	<p><i>Relationships (WHO); solo/duo/trio, unison/canon/Contrast</i></p> <p><i>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</i></p> <p><i>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</i></p> <p><i>Link phrases to music</i></p>
Dance Perform	<p><i>Move spontaneously showing some control and Co-ordination</i></p> <p><i>Move with confidence when walking, hopping, jumping</i></p> <p><i>Move with rhythm in the above actions</i></p> <p><i>Move in time with music</i></p> <p><i>Co-ordinate arm and leg actions (e.g. march and clap)</i></p>	<p><i>Move spontaneously showing some control and Co-ordination</i></p> <p><i>Show confidence when moving and landing</i></p> <p><i>Move with rhythm in the above actions and move in time with music</i></p> <p><i>Demonstrate good balance</i></p> <p><i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p>	<p><i>Perform dance to class audience</i></p> <p><i>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy and Continuity</i></p> <p><i>Demonstrate use of space – levels, directions, pathways and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison</i></p>	<p><i>Perform dance to class audience showing confidence</i></p> <p><i>Show co-ordination, control and strength (Technical Skills)</i></p> <p><i>Show focus, projection and musicality (Expressive Skills)</i></p> <p><i>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy and Continuity</i></p>	<p><i>Perform dance to an audience showing confidence and clarity of actions</i></p> <p><i>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</i></p> <p><i>Show focus, projection, sense of style and musicality (Expressive Skills)</i></p> <p><i>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</i></p>	<p><i>Perform dance to an audience showing confidence and clarity of actions</i></p> <p><i>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</i></p> <p><i>Show focus, projection, sense of style and musicality (Expressive Skills)</i></p> <p><i>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</i></p>

				<p><i>Demonstrate use of space – levels, directions, pathways and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</i></p>	<p><i>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</i></p> <p><i>Demonstrate use of space – levels, directions, pathways, size and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i></p>	<p><i>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</i></p> <p><i>Demonstrate use of space – levels, directions, pathways, size and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i></p>
<p>Dance Appreciate</p>	<p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand and use simple dance vocabulary</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social Context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and evaluate their own and others' work</i></p>	<p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social Context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and evaluate their own and others' work</i></p>