

Springdale First School

P.E Progression Map



Imagine, Believe, Achieve

Progression Map - Dance

Early Years	NC KS1	NC KS2
<p>The main Early Years Outcomes covered in the Dance units are:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50) • Experiments with different ways of moving. (PD – M&H 40-60) • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG) • Enjoys joining in with dancing and ring games. (EAD – M & M 30-50) 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <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 coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Year 3</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];

<ul style="list-style-type: none"> • Beginning to move rhythmically. (EAD – M & M 30-50) • Imitates movement in response to music. (EAD – M & M 30-50) • Begins to build a repertoire of songs and dances. (EAD – M & M 40-60) • Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG) • Developing preferences for forms of expression. (EAD – BI 30-50) • Uses movement to express feelings. (EAD – BI 30-50) • Creates movement in response to music. (EAD – BI 30-50) • Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50) • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) • Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG) 		<ul style="list-style-type: none"> • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Year 4</p>
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EYFS		Year 1		Year 2		Year 3	Year 4
Vocabulary							
Change	Perform	Canon	Music	Beats		Aesthetic	Audience
Control	Rolling	Choreography	Performance	Compose		Dynamic	Bouncy
Cool down	Safe	Compose	Repeat	Express		Flow	Character
Copy	Small movements	Coordination	Rhythm	Extension		Gesture	Expression
Equipment	Space	Copy	Rolling	Pathways Pattern		Improvise	Formation
Explore	Spinning	Describe	Routine	Spring		Mimic	Narrative
Join	Timing	Direction	Slide	Tension		Motif	Precision
Jump	Travel	Evaluate	Speeds	Transition		Patterns	matching
Large movements	Turning	Formation	Unison			Robotic	Spatial awareness
Move	Warm up	Gesture				Rotation	Stimuli
Music	Watch	Levels					
		Mirroring					

Dance skills				
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Compete / 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.

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.