



NORTH DOWNS PRIMARY SCHOOL

Dance Progression Grid

Early Years Outcome Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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.	KS1 National Curriculum Aims 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. Pupils should be taught to: <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. 	KS2 National Curriculum Aims 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. Pupils should be taught to: <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.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of Fitness & Health - Heart						
Say how their body feels when dancing	Describe how their lungs and heart work when dancing.	Describe how dancing affects their body. Know why it is important to be active.	Understand the importance of warming up and cooling down.	Show a clear understanding of how to warm up and cool down safely.	Organise their own warm-up and cool-down exercises. Show an understanding of safe exercising.	Warm up and cool down independently. Understand how dance helps to keep them healthy.
Acquiring and Developing Dance Skills -Hands						
Copy and repeat simple dance actions showing some expressive and rhythmic qualities	Perform basic body actions; use different parts of the body singly and in combination. Show some sense of dynamic, expressive and	Perform body actions with control and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea,	Improvise freely, translating ideas from a stimulus into movement.	Respond imaginatively to a range of stimuli related to character and narrative.	Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine the way they	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.

	rhythmic qualities in their own dance. Choose appropriate movements for different dance ideas. Copy and repeat actions.	mood or feeling. Link actions	Create dance phrases that communicate ideas. Share and create dance phrases with a partner and in a small group.	Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. Refine, repeat and remember dance phrases and dances.	use weight, space and rhythm in their dances to express themselves in the style of dance they use.	
Selecting and Applying Compositional Ideas -Hands						
	remember and repeat short dance phrases and simple dances; move with control; vary the way they use space	; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities.	.; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control;	perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment;	perform different styles of dance clearly and fluently	Perform to an accompaniment expressively and sensitively. Perform dances fluently and with control.
Evaluating and Improving Performance -Head						
	Describe basic body actions and simple expressive and dynamic qualities of movement.	Describe the mood, feelings and expressive qualities of dance. Suggest ways they could improve their work.	Recognise and talk about the movements used and the expressive qualities of dance. Suggest improvements to their own and other people's dances.	Describe, interpret and evaluate dance, using appropriate language.	Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work.	Use appropriate criteria to evaluate and refine their own and others' work. Talk about dance with understanding, using appropriate language and terminology.