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ROGRESSION OF KEY SKILLS

Dance

Early Years

EY

- Moving in time to different music
- Experiment with different ways of moving
- Experiment with actions at different levels
- Moving around showing different actions as characters

1

Year 1

- Begin to use dance movements using space e.g levels, travelling, stepping, skipping, jumping
- Begin to dance in unison with a partner
- Listen to the music and begin to move in time to it
- Co-operate in pairs to create a dance
- Remember simple dance steps and begin to perform with some control

Year 2

2

- Perform dance movements using space e.g levels, travelling, stepping, skipping, jumping
- Dance in unison with a partner
- Move in time to the music showing some expression
- Co-operate in pairs/small groups to create a dance
- Remember simple dance steps and perform with control

3

Year 3

- Dance in unison and canon with a partner/group
- Perform dance movements and begin to incorporate space elements e.g levels, formations and pathways
- Begin to perform with a good sense of timing, expression and energy
- Groups to begin to collaborate to create a dance performance independently
- Begin to use their own movements based on a theme to create a dance performance

Year 4

4

- 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 timing, expression and energy
- Collaborate independently to create a dance performance
- Can use their own movements based on a theme to create a dance performance

5

Year 5

- 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
- Collaborate to create a dance performance displaying dance elements
- Translate ideas from a stimulus into a performance - and incorporate some dance elements

Year 6

6

- Demonstrate new 'relationship' elements- contact, contrast, complement, proximity
- Perform a variety of 'dynamic' elements in the dance- perform with control and fluency
- Demonstrate more complex 'space' elements (levels, size of movement, directions and pathways)
- Collaborate to create a dance performance displaying a range dance elements
- Translate ideas from a stimulus into a performance - and incorporate a variety dance elements

