

Dance

Ryhope Infant School Academy Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

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)

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)

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:

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.

Reception

Year 1

Year 2

Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.

Recognise and describe how the body feels during and after different physical activities.

Carry and place equipment safely.

Explain what they need to stay healthy.

Dance Skills

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.

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.
 Use different transitions within a dance motif.
 Move in time to music.
 Improve the timing of their actions.

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.

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.

Evaluate

Talk about what they have seen.
 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.