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| DANCE | Knowledge | Skills | Vocabulary |
| Foundation stage |   Begin to think about music and actions by:* Exploring and engaging in music making and dance, performing solo or in groups
* Listening attentively, moving to and talking about music, expressing their feelings and responses
* Progressing towards a more fluent style of moving, with developing control and grace
* Watching and talking about dance and performance art, expressing their feelings and responses
 | Dance, music, actions, song, performance, feelings, movement |
| Year 1 | -understand how to link movements together-define the term ‘beat’ in music-understand what is meant by a gesture-know and articulate different ways to travel-understand what is meant by speed, direction and levels-articulate what makes a good performance | * Practise travelling movements with a change in direction
* Develop gestures and ways of travelling
* Understand beats in the music
* Move in time to the music
* Move in time to the music, travelling, gesturing and jumping
* Dance to beats of four or eight
* Use gesture as an image in dance
* Perform dance moves that flow smoothly from one to the next
* Perform a dance in time to music and with fluency
 | Dance, beat, gesture, travel, rhythm, movements, body pattern, sequence, link, perform, any vocabulary relating to the children’s own movements |
| Year 2 | - describe movements in relation to a theme-articulate how movements can be different-understand what is meant by a dance phrase-define body shape and position-understand the importance of rhythm and control | * Show contrasting movements with strength and clarity
* Explore performing actions in response to stimuli
* Practise a ballroom style of dance
* Explore ideas by experimenting with actions, dynamics, directions and levels
* Explore a dance theme
* Explore patterns of movement with a partner
* Work in small groups and develop phrases of movements
* Link contrasting movements together to make a short dance sequence
* Improve independent movement from one phrase to another
* Perform a complete dance with clarity and flow, showing changes in levels and speed
 | Explore vocabulary which describes the movements the children develop, Travel, movements, methods, beat, dance, greetings, independent, flow, Performance |
| Year 3 | -be able to count beats in a piece of music-understand what's meant by tempo and timing-articulate aspects of African dance- understand how dance can help tell a story-understand and define the terms canon and unison-describe what makes a good performance and begin to analyse own performances as well as other’s | * Count beats and change direction while dancing
* Keep count and tempo while dancing
* Maintain a consistent tempo throughout the dance, using counting
* Learn how to work co-operatively with others to create a new dance
* Learn how to tell a story using dance
* Devise African style dance steps and patterns
* Develop African dance steps with clarity and rhythm, using own ideas
* Tell a story using gestures and step patterns with fluency
* Dance to the beat and keep time
 | Clock, direction, tempo, timing, pivot, performances, Formation, Canon, unison |
| Year 4 | -know what line dancing is and name a few basic moves (Charleston step, chasse, strut)-understand what is meant by improvisation-know what makes a good performer, including emotion, expression and the importance of stamina - work with a partner to choreograph a dance-describe key components of line dancing | * Perform a line dance using a range of movement patterns
* Develop dancing and performance skills
* Develop an understanding of how to prepare for a dance performance
* Identify the key skills needed to provide accurate and tactful evaluative feedback to peers
* Apply the key components of line dance to create a partnered sequence
 | Line dancing, Charleston step, chassé, strut, Rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, unison, canon, variation, break-it-down, sections, beats, collaboration, sequence, perform |
| Year 5 | - identify the patterns and actions of the Bollywood dance style- understand what is meant by music’s rhythm and phrasing- Identify the key components of successful dancing-articulate how to add variation to a motif-articulate how the levels, speed, directions, gestures, changing order etc can vary a motif | * Perform a Bollywood dance using a range of movement patterns
* Develop dancing and performance skills
* Identify the key components of successful dancing and understand how to apply them to own sequences
* Develop an understanding of how to prepare for a dance performance
* Work with a partner or group to vary motifs and link them together to create a sequence
* Perform and evaluate a dance created by themselves, encompassing the skills learnt previously
 | Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, Rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, Motif, unison, canon, variation, break-it-down, sections, beats, collaboration. |
| Year 6 | - name and learn some street dance moves and devise poses- articulate the three Ps – plan, perfect, perform- know how to use expressive movements in dance- adapt two routines and put them together-evaluate a performance | * Observe and understand the style of street dance
* Learn new moves that can be developed into a dance
* Explore dance patterns and moving to the beat.
* Know how to use expressive movements in dance
* Work with a partner to create a short dance phrase
* Work as a group and co-operate to adapt two routines and put them together
* Perform in front of an audience
* Dance as a group in time to music in a street dance style
 | Street dance, canon, unison, mirror, match, Street dance, pose, routine, choreograph, timing, beat, fluency. |