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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. |