

Dance

	National Curriculum Aims					
	The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
	National Curriculum:					
	Key Stage 1		Key Stage 2			
	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 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.			
	Objectives:					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Learning Outcomes:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with different ways of moving; Create movements to music.; Combines a range of dance movements;	Perform basic body actions; Use different parts of the body singly and in combination; Show some sense of dynamic, expressive and rhythmic	Perform body actions with control and coordination; Choose movements with different dynamic qualities to make a dance phrase that expresses an	Improvise freely, translating ideas from a stimulus into movement; Create dance phrases that communicate ideas;	Respond imaginatively to a range of stimuli related to character and narrative; Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;	Compose motifs and plan dances creatively and collaboratively in groups; Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; Perform to an accompaniment expressively and sensitively;

Change the speed of their dance moves;	qualities in their own dance;	idea, mood or feeling;	Share and create dance phrases with a partner and in a small group;	Refine, repeat and remember dance phrases and dances;	Perform different styles of dance clearly and fluently;	Perform dances fluently and with control;
Change the style of their dance moves;	Choose appropriate movements for different dance ideas;	Link actions;	Repeat, remember and perform these phrases in a dance;	Perform dances clearly and fluently;	Organise their own warm-up and cool-down exercises;	Warm up and cool down independently;
Negotiates space successfully;	Remember and repeat short dance phrases and simple dances;	Remember and repeat dance phrases;	Use dynamic, rhythmic and expressive qualities clearly and with control;	Show sensitivity to the dance idea and the accompaniment;	Show an understanding of safe exercising;	Understand how dance helps to keep them healthy;
Travel with confidence.	Move with control;	Perform short dances, showing an understanding of expressive qualities;	Understand the importance of warming up and cooling down;	Show a clear understanding of how to warm up and cool down safely;	Recognise and comment on dances, showing an understanding of style;	Use appropriate criteria to evaluate and refine their own and others' work;
	Vary the way they use space;	Describe how dancing affects their body;	Recognise and talk about the movements used and the Expressive qualities of dance;	Describe, interpret and evaluate dance,	Suggest ways to improve their own and other people's work	Talk about dance with understanding, using appropriate Language and terminology
	Describe basic body actions and simple expressive and dynamic qualities of movement	Know why it is important to be active;	Suggest improvements to their own and other people's dances	Using appropriate language		
		Suggest ways they could improve their work;				
		Be able to link and perform a series of Movements based on imaginary characters				