

## Dance Activities

Learning Outcomes				
Assessment Strand	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner
<b>Reception</b>	<p>Can move creatively with some basic control</p> <p>Demonstrate balance and coordination</p> <p>Safely negotiating space</p> <p>Use a range of large and small movements</p>	<p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p> <p>Play and use a range of skills cooperatively, taking turns and working together</p>
<b>Year 1</b>	<p>Beginning to respond to simple stimuli</p> <p>Can move confidently and creatively with control, balance and coordination</p> <p>Can use a range of large and small movements</p> <p>Safely negotiating space</p>	<p>Know why it is important to be physically active and eat healthily</p> <p>Understand and explain why dance activities are good for our health</p>	<p>Accurately comment on their own and others' actions and feelings</p> <p>Follow set expectations and rules</p> <p>Listen and respond to set tasks and sounds</p>	<p>Communicate appropriately</p> <p>Dress and undress for dance promptly with minimum help</p> <p>Plays nicely with other children cooperating, taking turns and can work together in small groups</p> <p>Select, prepare and handling resources effectively</p>
<b>Year 2</b>	<p>Can respond well to simple stimuli</p> <p>Demonstrate balance coordination and agility</p> <p>Move confidently and creatively with control</p> <p>Use a range of large and small movements safely</p>	<p>Shows some understanding of the effects exercise has on the body</p> <p>Understands and explains the importance of being active and healthy</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Make judgements to improve their work</p>	<p>Dress and undress for dance promptly without support</p> <p>Prepares themselves for dance</p> <p>Selects the correct resources handling them safely and correctly</p>
<b>Year 3</b>	<p>Can perform simple jumping actions with some control</p> <p>Show confidence and creativity with a small range of stimuli</p> <p>Some understanding of how simple developments in level and direction can improve motifs and performances</p> <p>Travel in a range of ways with balance, coordination and agility</p>	<p>Demonstrate and explain the effects exercise has on the body</p> <p>Understands and explains the importance of being active and healthy</p>	<p>Can comment on their own and others' actions and feelings</p> <p>Can suggest ways to improve their and others work</p> <p>Listen and respond to set tasks and rules</p>	<p>Can work both in groups and alone, effectively communicating and collaborating</p> <p>Demonstrates understanding of appropriate kit and resource</p> <p>Prepares themselves for dance</p> <p>Regularly shows enthusiasm for Dance</p>

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<b>Year 4</b>	<p>Can demonstrate how to respond to a wider range of stimuli.</p> <p>Can perform a range of travelling, jumping and turning actions with control</p> <p>Can use level, direction, pathways, to develop themes and ideas</p> <p>Consistently demonstrates improvements to their work showing confidence and creativity in dance</p> <p>Demonstrates leadership qualities in the development of choreography</p>	<p>How and why this affects our performance and development</p> <p>Shows understanding of flexibility</p> <p>Understands endurance and stamina and how they affect our ability to remain active for sustained periods of time</p>	<p>Understands the importance of reflection</p> <p>Will consistently suggest ways to improve their own work with minimal guidance</p>	<p>Is motivated and enthused by dance</p> <p>Understands why preparation for dance supports dance performance</p>
<b>Year 5</b>	<p>Can perform and link a variety of skills including travel, jumps, and turns with fluency, control and consistency</p> <p>Demonstrates originality, imagination and creativity in choreography and begins to show technique</p> <p>Is able to respond to a full range of visual, auditory and kinaesthetic stimuli</p> <p>Takes the lead in a range of choreographic situations and activities using Canon, Unison and Mirror Image</p>	<p>Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle</p> <p>Shows understanding of flexibility and its role in injury prevention</p> <p>Understands the importance of endurance and stamina and how they affect performance</p>	<p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p> <p>Make judgements to improve their work</p>	<p>Eagerly participates in every dance lesson</p> <p>Is always prepared for dance activities</p> <p>Is motivated by competition and performs and observes respectfully</p>
<b>Year 6</b>	<p>Can improve own and other's performance</p> <p>Consistently performs a range of travels, turns, jumps, gestures and stillness to a high skill level demonstrating technique, alignment and control</p> <p>Takes the lead in a range of choreographic situations and activities making suggestions that improve performance</p> <p>Uses originality, imagination and creativity in choreography to effectively convey themes, ideas and emotions</p>	<p>Can remain active for sustained periods of time and demonstrates a good level of fitness</p> <p>Shows good understanding of the importance of a healthy and balanced diet/lifestyle and how different food groups affect our body and performance</p> <p>Understands how strength flexibility, endurance and stamina affect performance</p>	<p>Consistently improve their work</p> <p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p>	<p>Demonstrates perseverance in the whole range of dance activities</p> <p>Is eager to impress in dance and displays an excellent attitude</p> <p>Stays on task for prolonged periods of time</p>

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Activity Objectives			
Focus Areas	Skills	Experience	Develop
<b>Reception</b>	travelling, stillness, jumping, timing, changing shape, size, direction	different moods and feelings; a range of stimuli, performing movements from existing dance tradition	making dances, control and using rhythm
<b>Year 1</b>	travelling, jumping, turning, stillness, balance; changing shape, size, level, speed, tension	exploring moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and cultures	making dances with clear beginning/middle/end; responding to rhythm, music, coordination and control
<b>Year 2</b>	travelling, jumping, turning, stillness, balance; changing shape, size, level, contrasts of speed, continuity of actions	exploring moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and cultures	making dances with clear beginning/middle/end; responding imaginatively to rhythm, music, co-ordination, control, rhythmic responses, poise and elevation
<b>Year 3</b>	travelling, jumping, turning, stillness, changing size/shape/level/ direction; increase range of body actions; compose, practice and perform actions with control	responding to a range of music/stimuli, expressing moods and feelings	making own dances with clear beginnings/middle/end. Understand the different elements of dance, control, co-ordination, poise and elevation. A number of dance forms from different times, cultures and places
<b>Year 4</b>	travelling, jumping, turning, stillness, changing size/shape/level/direction; using whole body control; explore and select actions which can be developed within chances, practiced and repeated	responding to a range of music/stimuli, expressing moods and feelings	selecting content for making dances; discussing the different elements of dance; control, co-ordination, poise and elevation. A number of dance forms from different times, cultures and places
<b>Year 5</b>	travelling, jumping, turning, stillness, changing size/shape/level/ direction; using body parts/actions/variations in speed/continuity and stepping patterns; compose, practise, adapt, refine actions; perform with part/whole body control; explore and select actions which can be developed within dances, practiced and repeated	responding to music/stimuli, expressing moods and feelings	refine content for making dances; interpreting different elements of dance; control, co-ordination, poise, elevation; a number of dance forms, include dances from different times, places and cultures
<b>Year 6</b>	travelling, jumping, turning, stillness, changing size/shape/level/ direction; using complex body actions/control of body parts/stepping patterns; compose, practise, adapt, refine actions; perform with part/whole body control; explore and select actions (include variations in speed/continuity/tension) which can be developed within dances, practices and repeated	responding to music/stimuli, expressing moods and feelings. Creating simple characters and narrative in movement	use of other curriculum work to make dances; interpreting different elements of dance; control, coordination, poise, elevation; a number of dances from different times, places & cultures



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