

CORE DANCE SKILLS : Reception to Y7

Year group	Skills to be taught	Ideas on how they might be taught	Learning Objectives ideas	Opportunity for assessment
Reception	Based on ABC of movement			
	<p>running -leaping -hopping -jumping –skipping- sliding -spinning -turning -reaching- lunging</p> <p>start and end of a movement</p> <p>spatial awareness</p>	<p>Stimuli:</p> <p>story books</p> <p>topics being covered e.g weather</p> <p>national events /days e.g royal celebration</p> <p>international events e.g Olympics</p> <p>national days e.g bonfire night</p> <p>poetry</p> <p>country dancing</p> <p>Black History Week</p> <p>cultural celebrations e.g diwali, christmas</p> <p>chinese new year</p> <p>use of music [check appropriate language and insinuation]</p> <p>range of music from pop to classic</p> <p>use props – ribbons, hoops</p> <p>Dancing styles:</p> <p>dancing styles:</p> <p>ballet</p> <p>street</p> <p>hip hop</p> <p>jive</p> <p>ballroom</p> <p>Bollywood</p> <p>country dancing</p> <p>maypole</p> <p>Morris men/women</p> <p>cultural – dances from European countries reflecting the demographic of the school</p>	<p>to know what a space looks like</p> <p>to explore ways of moving on the floor but with change of speed</p> <p>to extend the body through movement</p> <p>to know where a movement begins and ends</p> <p>to use a stimulus to help create movement</p>	<p>Use a range of movements with an awareness of space</p> <p>I can move , changing the way I move</p> <p>I can link together different ways of moving</p> <p>I can change the way I move according to the music</p> <p>I can listen to music and move to fit the mood of the music</p> <p>I can find different spaces</p> <p>I can move fluently from one space to another</p> <p>I am aware of my personal space</p>

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Year 1	<p>counting in 8</p> <p>link basic steps to create a motif</p> <p>develop own way of moving within given guidelines</p> <p>move with some control</p> <p>change levels from high to low</p> <p>cooperate with a partner/other children</p> <p>be able to make comment on another person's work</p>	<p>Stimuli: story books topics being covered e.g weather national events /days e.g royal celebration international events e.g Olympics national days e.g bonfire night poetry country dancing Black History Week cultural celebrations e.g Diwali, Christmas Chinese new year use of music [check appropriate language and insinuation] range of music from pop to classic use props – ribbons, hoops,</p> <p>Dancing styles: dancing styles: ballet street hip hop jive ballroom Bollywood country dancing maypole Morris men/women cultural – dances from European countries reflecting the demographic of the school</p>	<p>to build a small motif as a solo performer</p> <p>to build a small motif with another person</p> <p>to move from one level to another</p> <p>to think about how another person is moving, what they are doing well and how they can improve</p>	<p>Moving with some control making use of levels both with a partner and as a solo performer</p> <p>I can move with some control whilst on the floor</p> <p>I can move with some control whilst in contact with the floor with small parts of my body e.g feet</p> <p>I can move with some control which includes leaving the floor as in a leap</p> <p>I can move from one level to another with some fluency</p> <p>I can make comment on another person's work</p> <p>I can make a useful comment on another person's work</p>

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Year 2	<p>develop the use of arms in movement</p> <p>be able to identify which move for which count</p> <p>interpret the music choreographing own motif</p> <p>land from a movement in different ways</p> <p>change levels to include a moment when there is no contact with the ground</p> <p>cooperate with a partner/other children and to be able to comment constructively</p> <p>choreograph simple sequence of moves based on basic actions with own actions/movement added</p>	<p>Stimuli:</p> <p>story books</p> <p>topics being covered e.g weather</p> <p>national events /days e.g royal celebration</p> <p>international events e.g Olympics</p> <p>national days e.g bonfire night</p> <p>poetry</p> <p>country dancing</p> <p>Black History Week</p> <p>cultural celebrations e.g Diwali, Christmas</p> <p>Chinese new year</p> <p>use of music [check appropriate language and insinuation]</p> <p>range of music from pop to classic</p> <p>use props – ribbons, hoops,</p> <p>Dancing styles:</p> <p>ballet</p> <p>street</p> <p>hip hop</p> <p>jive</p> <p>ballroom</p> <p>Bollywood</p> <p>country dancing</p> <p>maypole</p> <p>Morris men/women</p> <p>cultural – dances from European countries reflecting the demographic of the school</p>	<p>To link together more than one motif</p> <p>To make changes to a given motif and be able to make comment on the effect</p> <p>To know the changes to make in the body to move with increased control</p>	<p>Moving with increasing control including leaving the ground and landing safely, cooperating with a partner/groups and making simple comments on performance.</p> <p>I can take off and land safely</p> <p>I can take off and land moving in to a next step</p> <p>I can step in to a takeoff, land and move in to a next step</p> <p>I can work with a partner and share ideas</p> <p>I can make a simple comment on what I see my partner doing</p> <p>I can make a simple comment on what I see others doing</p>

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Year 3	<p>move with fluency and control</p> <p>greater definition of a change of levels</p> <p>greater definition of a change of speed</p> <p>use spaces in different ways</p> <p>cooperate with a partner/other children using own and their ideas</p> <p>introduce simple props for effect</p> <p>choreograph more complex sequence of moves based on actions with own actions/movements added</p>	<p>Stimuli: class story topics being covered e.g World War II national events /days e.g royal celebration international events e.g Olympics national days e.g bonfire night poetry country dancing Black History Week cultural celebrations e.g Diwali, Christmas Chinese New Year use of music [check appropriate language and insinuation] range of music from pop to classic use props – ribbons, hoops,</p> <p>Dancing styles: ballet street hip hop jive ballroom Bollywood country dancing maypole Morris Men/Women cultural – dances from European countries reflecting the demographic of the school</p>	<p>to change the dynamics in a motif</p> <p>to move with fluency from one level to another changing the dynamics</p> <p>to know what is meant by cooperation and what it might look like in dance</p> <p>to know the possible impact of props in dance</p>	<p>Move with fluency and control reflecting changes in dynamics and levels</p> <p>I can talk about dynamics in movement</p> <p>I can show an understanding of dynamics through movement</p> <p>I can move from one level to another fluently</p> <p>I can move from one level to another using dynamics for effect</p> <p>I can share ideas with others and also find ways of using other people’s ideas</p> <p>I can choose appropriate props</p> <p>I can use props to add effect to my dance</p>

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Year 4	<p>develop own ways of moving/action</p> <p>cooperate with a small group making use of personal and open space</p> <p>choreograph more complex sequence of moves based on own actions/movement added showing control and confidence in the movement</p> <p>cooperate with another group making changes as needed</p> <p>How can you judge a performance? What are the skills needed?</p> <p>prepare to perform a dance for critical analysis</p>	<p>Stimuli: class story topics being covered e.g World War II national events /days e.g royal celebration international events e.g Olympics national days e.g bonfire night poetry country dancing Black History Week cultural celebrations e.g Diwali, Christmas Chinese new year use of music [check appropriate language and insinuation] range of music from pop to classic use props – ribbons, hoops,</p> <p>Dancing styles: dancing styles: ballet street hip hop jive ballroom Bollywood country dancing maypole Morris Men/Women cultural – dances from European countries reflecting the demographic of the school</p>	<p>to find ways of changing direction maintaining the fluency of movement</p> <p>to develop ‘creative me’ through working with others</p> <p>to use levels to create impact</p> <p>to develop ‘thinking me’ skills</p>	<p>Constructing more complex motifs using own ideas for movement, actions and space</p> <p>Cooperating with other children to begin to be able to make constructive comments on performance</p> <p>I can find ways of changing direction when I am moving</p> <p>I can find ways of changing direction fluently when I am moving</p> <p>I can work creatively on my own</p> <p>I can work creatively with other people</p> <p>I can work creatively to add impact to a dance</p> <p>I can listen and respond to other people’s thoughts on my dance</p> <p>I can perform a dance</p> <p>I can perform a dance demonstrating the importance of the start and finish</p>

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Year 5	<p>to choose own music</p> <p>choreograph a small group</p> <p>to make judgements on a performance that can help move the dance forward and for the dancers to improve</p> <p>using different stimuli</p> <p>develop core strength</p> <p>develop choice of props</p>	<p>Stimuli: Class story topics being covered e.g World War II national events /days e.g royal celebration international events e.g Olympics national days e.g VE day poetry country dancing Black History Week cultural celebrations e.g Diwali, Christmas Chinese New Year use of music [check appropriate language and insinuation] range of music from pop to classic use props – ribbons, hoops, masks, costumes musical theatre</p> <p>Dancing styles: dancing styles: ballet street hip hop jive ballroom Bollywood country dancing maypole Morris Men/Women cultural – dances from European countries reflecting the demographic of the school</p>	<p>to select music for a purpose</p> <p>to make constructive comments on a piece of work</p> <p>to explore the dynamics of movement and the potential impact</p> <p>to explore the use of stimuli in dance</p>	<p>Making choices about own music/props, development of core strength, be able to talk about the dynamics of movement and further enhance the ability to make constructive comments on performance</p> <p>I can choose a piece of music for a purpose</p> <p>I can choose props to add to a dance and be able to talk about the impact</p> <p>I can talk about what is meant by core strength and know how I can improve</p> <p>I can use dynamics in dance to some effect</p> <p>I can use dynamics in dance effectively</p> <p>I can use given stimuli when creating my dance</p> <p>I can choose and use stimuli when creating my dance</p> <p>I can choose and use different stimuli when creating my dance</p>

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Year 6 With year 7 extension	link complex motifs which reflect changes in levels, dynamics, use of space, direction to build a dance as a whole class all dancing same motifs canon moves – one group /person after the other synchronized mirrored small groups/individuals dancing independently	<p>Stimuli: class story topics being covered e.g World War II national events /days e.g royal celebration international events e.g Olympics national days e.g VE day poetry country dancing Black History Week Cultural celebrations e.g Diwali, Christmas Chinese New Year use of music [check appropriate language and insinuation] range of music from pop to classic use props – ribbons, hoops, masks, costumes musical theatre</p> <p>Dancing styles: dancing styles: ballet street hip hop jive ballroom Bollywood country dancing maypole Morris Men/Women cultural – dances from European countries reflecting the demographic of the school</p>	to cooperate with other people developing me skills to develop timing to build mood to perform for others and listen to their comment to choreograph my own moves and those of others	Ability to make choices n relation to performance as solo artist, in a group or as a whole class To choreograph a dance using a range of dance styles and techniques I can cooperate in a whole class dance I can contribute ideas to a whole class dance to meet an outcome I can select different techniques to fit the style of dance I can build mood in my dance I can choreograph for others I can link complex moves I can show, through performance, the meaning of timing I can perform for others

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Year 7	<p>choreograph own dance as a solo, duet, group</p> <p>use movement that is challenging, quicker steps</p> <p>perform a routine as an individual and as smaller groups</p> <p>show an increased awareness of an audience</p> <p>costumes and props to have an impact on an audience</p> <p>being part of an audience</p> <p>What makes a good judge/critic/coach? link with PSCE</p> <p>developing social me</p> <p>taking on a role within the group e.g responsibility for the choice of music, choreography, costume, blurb</p>	<p>Stimuli:</p> <p>class story</p> <p>topics being covered e.g World War II</p> <p>national events /days e.g royal celebration</p> <p>international events e.g Olympics</p> <p>national days e.g VE day</p> <p>poetry</p> <p>country dancing</p> <p>Black History Week</p> <p>cultural celebrations e.g Diwali, Christmas</p> <p>Chinese New Year</p> <p>use of music [check appropriate language and insinuation]</p> <p>range of music from pop to classic</p> <p>use props – ribbons, hoops, masks, costumes</p> <p>musical theatre</p> <p>dancing styles:</p> <p>ballet</p> <p>street</p> <p>hip hop</p> <p>jive</p> <p>ballroom</p> <p>Bollywood</p> <p>country dancing</p> <p>maypole</p> <p>Morris Men/Women</p> <p>cultural – dances from European countries reflecting the demographic of the school</p> <p>story boards</p> <p>critique sheets</p> <p>filming work and adding commentary</p>	<p>to develop levels of confidence in performance</p> <p>to know what a confident performance might mean</p> <p>to understand timing and beats</p> <p>to perform in public</p> <p>to develop critical analysis of performance</p> <p>to work with a group to create dance using clearly identifiable contrasting motifs</p> <p>use music as a stimulus when creating a group work</p> <p>to identify a given role and establish what that role might involve</p>	<p>I can contribute ideas to a whole class dance to meet an outcome</p> <p>I can make comment on a performance that shows a sound understanding of what I have seen</p> <p>I can take on a role within a group successfully</p>