

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 1

- Can they explore and perform basic body actions?;
- Do they use different parts of the body singly and in combination?;
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?;
- Do they choose appropriate movements for different dance ideas?;
- Can they remember and repeat short dance phrases and simple dances?;
- Do they move with control?;
- Do they vary the way they use space?;
- Do they describe how their lungs and heart work when dancing?;
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 (Challenging)

- Can they perform more complicated combinations of movement fluently and with control?;
- Can they perform clearly and expressively?;
- Do they show an awareness of phrasing and music?;
- Can they choose movements that show a clear understanding of the dance idea?;
- Can they say why their heart beats faster and their temperature rises when dancing?;
- Do they talk about dance using a range of descriptive language

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 2

- Can they perform body actions with control and co-ordination?
- Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?
- Can they link actions?
- Can they remember and repeat dance phrases?
- Can they perform short dances, showing an understanding of expressive qualities?
- Can they describe the mood, feelings and expressive qualities of dance?
- Can they describe how dancing affects their body?
- Do they know why it is important to be active?
- Can they suggest ways they could improve their work?

Year 2 (Challenging)

- Can they create, improve and perform more complex dance phrases?
- Do they perform short dances, linking actions fluently and with control?
- Can they use dynamic and expressive qualities clearly in their dance?
- Can they use some simple dance vocabulary to describe and interpret dance?
- Do they know how particular activities can help them to be healthy?

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 3

- Do they improvise freely, translating ideas from a stimulus into movement?
- Can they create dance phrases that communicate ideas?
- Do they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?
- Do they use dynamic, rhythmic and expressive qualities clearly and with control?
- Do they understand the importance of warming-up and cooling-down?
- Do they recognise and talk about the movements used and the expressive qualities of dance?
- Can they suggest improvements to their own and other people's dances?

Year 3 (Challenging)

- Do they use a wide range of movements when improvising?
- Can they choose appropriate movements to express the idea, mood and feeling of a dance?
- Can they take the lead when creating dances with a partner or in a group?
- Do they show a greater understanding of how to compose dance phrases?
- Can they show greater fluency and control in their movements?
- Do they interpret rhythm well, using a range of musical accompaniments?
- Do they interpret and express their thoughts clearly when talking about dance?
- Can they make appropriate suggestions about how work could be improved?

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 4

- Can they respond imaginatively to a range of stimuli related to character and narrative?
- Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?
- Can they refine, repeat and remember dance phrases and dances?
- Can they perform dances clearly and fluently?
- Can they show sensitivity to the dance idea and the accompaniment?
- Do they show a clear understanding of how to warm-up and cool-down safely?
- Do they describe, interpret and evaluate dance, using appropriate language?

Year 4 (Challenging)

- Can they structure and vary longer dances?
- Do they develop movement ideas for others?
- Do they show a good sense of rhythm and style when performing?
- Can they remember and perform a range of warm-up and cool-down activities?
- Can they give reasons why physical activity is good for health?
- Do they use a range of dance vocabulary to describe, interpret and evaluate dance?

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 5

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Do they show an understanding of safe exercising?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?

Year 5 (Challenging)

- Do they use their understanding of composition to create dance phrases for themselves and others in their group?
- Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?
- Can they show expression in their dances and sensitivity to music?
- Can they organise their own warm-up and cool-down exercises?
- Can they show that they understand why warming-up is important for a good performance?
- Can they identify the form and structure of a dance?
- Can they make imaginative suggestions as to how to improve their own and other people's work?

Key Skills

Knowledge, Skills and Understanding breakdown for Dance

Year 6

- Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?
- Can they perform to an accompaniment expressively and sensitively?
- Can they perform dances fluently and with control?
- Can they warm-up and cool-down independently?
- Do they understand how dance helps to keep them healthy?
- Do they use appropriate criteria to evaluate and refine their own and others' work?
- Do they talk about dance with understanding, using appropriate language and terminology?

Year 6 (Challenging)

- Can they interpret different stimuli with imagination and flair?
- Can they create, refine and structure movements and patterns with artistic understanding?
- Can they communicate the artistic intention of a dance clearly, fluently, musically and with control?
- Do they take the lead when working in a group?
- Can they help others to refine and structure movements and patterns?
- Do they understand why dancing is good for their health?
- Can they organise their own warm-up and cool-down activities to prepare for, and recover from, dance?
- Do they describe, interpret and evaluate dance, using appropriate language and terminology?