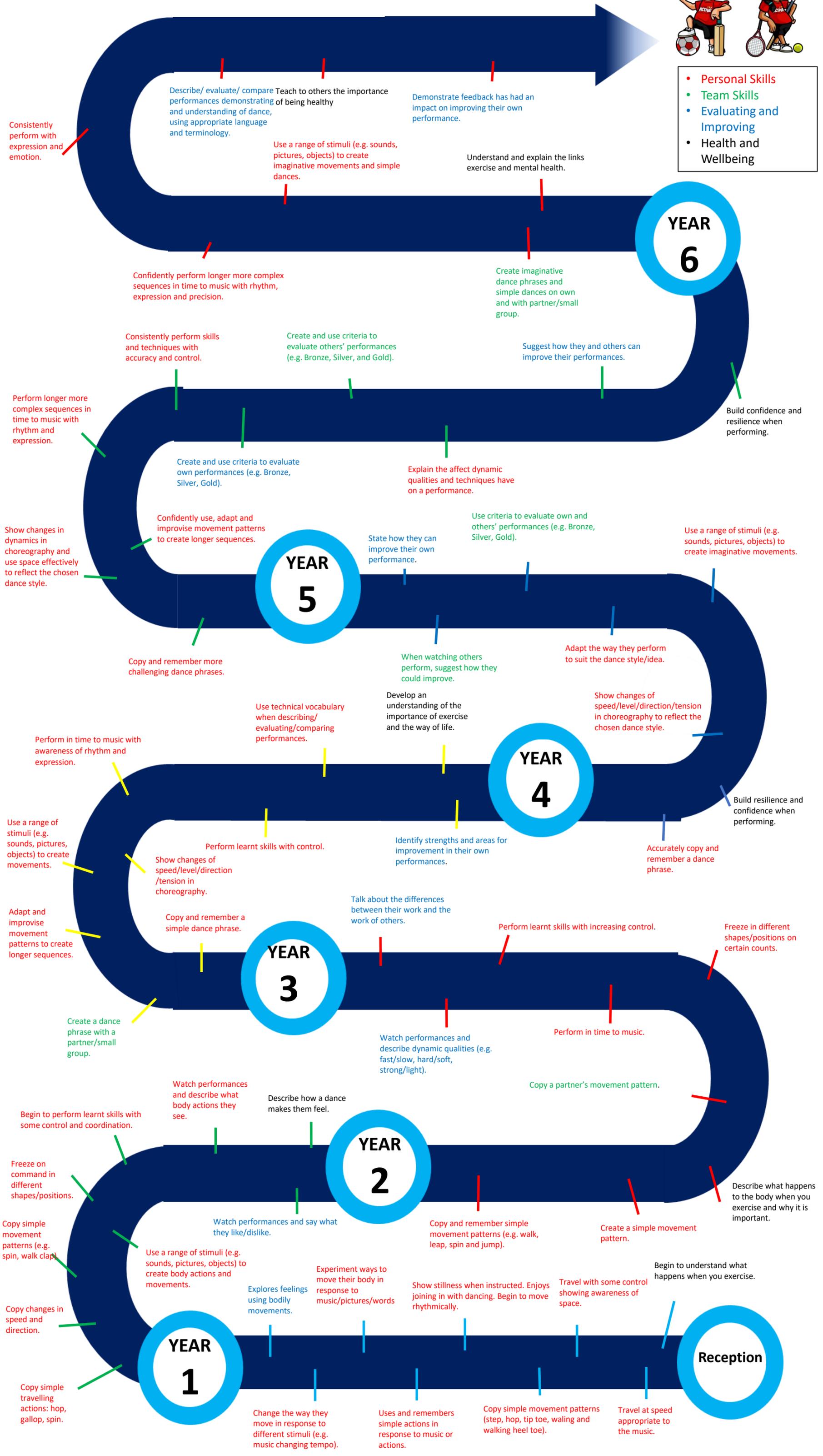


Dance (PE) Learning Journey



- Personal Skills
- Team Skills
- Evaluating and Improving
- Health and Wellbeing



Consistently perform with expression and emotion.

Describe/ evaluate/ compare performances demonstrating the importance and understanding of dance, using appropriate language and terminology.

Use a range of stimuli (e.g. sounds, pictures, objects) to create imaginative movements and simple dances.

Demonstrate feedback has had an impact on improving their own performance.

Understand and explain the links exercise and mental health.

YEAR 6

Confidently perform longer more complex sequences in time to music with rhythm, expression and precision.

Create imaginative dance phrases and simple dances on own and with partner/small group.

Consistently perform skills and techniques with accuracy and control.

Create and use criteria to evaluate others' performances (e.g. Bronze, Silver, and Gold).

Suggest how they and others can improve their performances.

Perform longer more complex sequences in time to music with rhythm and expression.

Create and use criteria to evaluate own performances (e.g. Bronze, Silver, Gold).

Explain the affect dynamic qualities and techniques have on a performance.

Build confidence and resilience when performing.

Show changes in dynamics in choreography and use space effectively to reflect the chosen dance style.

Confidently use, adapt and improvise movement patterns to create longer sequences.

State how they can improve their own performance.

Use criteria to evaluate own and others' performances (e.g. Bronze, Silver, Gold).

Use a range of stimuli (e.g. sounds, pictures, objects) to create imaginative movements.

YEAR 5

Copy and remember more challenging dance phrases.

When watching others perform, suggest how they could improve.

Adapt the way they perform to suit the dance style/idea.

Perform in time to music with awareness of rhythm and expression.

Use technical vocabulary when describing/ evaluating/ comparing performances.

Develop an understanding of the importance of exercise and the way of life.

Show changes of speed/level/direction/tension in choreography to reflect the chosen dance style.

YEAR 4

Use a range of stimuli (e.g. sounds, pictures, objects) to create movements.

Perform learnt skills with control.

Identify strengths and areas for improvement in their own performances.

Accurately copy and remember a dance phrase.

Build resilience and confidence when performing.

Adapt and improvise movement patterns to create longer sequences.

Copy and remember a simple dance phrase.

Talk about the differences between their work and the work of others.

Perform learnt skills with increasing control.

Freeze in different shapes/positions on certain counts.

YEAR 3

Create a dance phrase with a partner/small group.

Watch performances and describe dynamic qualities (e.g. fast/slow, hard/soft, strong/light).

Perform in time to music.

Watch performances and describe what body actions they see.

Describe how a dance makes them feel.

Copy a partner's movement pattern.

Begin to perform learnt skills with some control and coordination.

Freeze on command in different shapes/positions.

Watch performances and say what they like/dislike.

Copy and remember simple movement patterns (e.g. walk, leap, spin and jump).

Create a simple movement pattern.

Describe what happens to the body when you exercise and why it is important.

Copy simple movement patterns (e.g. spin, walk clap).

Use a range of stimuli (e.g. sounds, pictures, objects) to create body actions and movements.

Explores feelings using bodily movements.

Experiment ways to move their body in response to music/pictures/words

Show stillness when instructed. Enjoys joining in with dancing. Begin to move rhythmically.

Travel with some control showing awareness of space.

Begin to understand what happens when you exercise.

Copy changes in speed and direction.

YEAR 1

Change the way they move in response to different stimuli (e.g. music changing tempo).

Uses and remembers simple actions in response to music or actions.

Copy simple movement patterns (step, hop, tip toe, waling and walking heel toe).

Travel at speed appropriate to the music.

Reception

Copy simple travelling actions: hop, gallop, spin.