

Dance assessment and progression

FOUNDATION		Year 1	Year 2	Year 3	Year 4/5	Year 5/6
Core tasks		QCA unit 1 core task 1 <u>Moving along</u>	QCA unit 2 core task 1 <u>Cat dance</u>	QCA unit 3 core task 1 <u>Round the clock</u>	QCA unit 4 core task 1 QCA unit 5 core task 1,2 <u>Indian Delight</u>	QCA unit 5 core task 1,2 <u>Indian Delight</u> QCA unit 6 core task 1 <u>Making the grade</u>
Key questions/AfL Found on the core tasks cards.		How do your moves reflect the characteristics of a vehicle? When you watch your friends performing, can you tell what type of vehicle they are and what type of journey they are on? How?	Can you describe the story behind your dance? When you watch your friends performing, what do you like about their dance? Why? What don't you like about their dance? How could they change it for the better?	How do you try to show moods, ideas and feelings in the dance? How do you link your movements in the dance? Do you think your performance is fluent? What words would you use to describe your dance performance?	How does your dance alter for different moods? Can your partner identify the different moods? How could this be altered? What skills, techniques and ideas do other performers use that you might be able to include in your performance? How does the music contribute to the dance? Could you use the music better?	What skills, techniques and ideas do other performers use that you might be able to include in your performance? How does the music contribute to the dance? Could you use the music better? How could you describe each section of your 'Making the grade' dance? Is it helpful to use the chairs as props? Why? How does the music help to improve the dance?
		Level 1	Level 2	Level 3	Level 4	Level 5
	Acquiring and developing skills	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
Moves spontaneously showing some control and co-ordination Moves with confidence in a variety of ways, showing some awareness of space Travels around, under, over and through balancing and climbing equipment	TECHNIQUE	Follow the leader – jumps, hops, skips respond to different stimuli with a range of actions copy and explore basic body actions demonstrated by the teacher copy simple movement patterns from each other and explore the movement	Can link several movements together with control and co-ordination talk about different stimuli as the starting point for creating dance phrases and short dances explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different stimuli through their use of language and choice of movement incorporate different qualities and dynamics into their movement explore and develop new actions while working with a partner or a small group	Respond to a variety of stimuli showing a range of actions performed with control and fluency think about character and narrative ideas created by the stimulus, and respond through movement experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	Perform a variety of dance styles with accuracy and consistency explore, improvise and choose appropriate material to create new motifs in a chosen dance style respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
Recognises the importance of keeping healthy and those things that contribute to that Repeats, links and adapts simple movements, sometimes commenting on her/his work	Selecting and applying skills, tactics and compositional ideas	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
Physical development opportunities within outdoor area, or hall based activities for children to climb, explore, move etc in response to story and music. Begin to respond freely to music through a movement area, use ribbons, scarves etc	SKILL	Compose and link movement phrases to make simple dances with clean beginning, middle and end. practise and repeat their movement phrases and perform them in a controlled way	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness	Apply basic compositional ideas to create dance which convey feelings and emotions link actions to make dance phrases, working with a partner and in a small group perform short dances with expression, showing an awareness of others when moving describe what makes a good dance phrase	Create and perform dances using a range of movement patterns in response to a range of stimuli use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practise and combine longer, more complex dance phrases	Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances select and use a range of compositional ideas to create motifs that demonstrate their dance idea