

KS2 - DANCE

KS2 National Curriculum Aims: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Year 3

- Begin to improvise with a partner to create a simple dance.
- Begin to compare and adapt movements to create a larger sequence.
- Use simple dance vocabulary to compare and improve work.
- Perform with some awareness of rhythm and expression.
- Perform learnt skills and techniques with control and confidence.

Year 5

- Compose individual, partner and group dances that reflect the chosen dance style. Demonstrate imagination and creativity.
- Show a change of pace and timing in their movements.
- Develop an awareness of their use of space.
- Use transitions to link steps smoothly together.
- Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music.
- Modify parts of a sequence as a result of self and peer evaluation.
- Use more complex dance vocabulary to compare and improve work.
- Perform own longer, more complex sequences in time to music.

Year 4

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose a dance that reflects the chosen dance style.
- Confidently improvise with a partner or on their own.
- Compose longer dance sequences in a small group.
- Demonstrate precision and some control in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.
- Perform and create sequences with fluency and expression.

Year 6

- Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements.
- Perform with confidence, using a range of movement patterns.
- Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling.
- Show a change of pace and timing in their movements.
- Move rhythmically and accurately in dance sequences.
- Improvise with confidence, still demonstrating fluency across their sequence.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.
- Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
- Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music.
- Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.