Dance (PE) Learning Journey

Reception

- Travel at speed appropriate to the music.
- Copy simple movement patterns (step, hop, tip toe, waling and walking heel toe).
- Uses and remembers simple actions in response to music or actions.
- Show stillness when instructed. Enjoys joining in with dancing. Begin to move rhythmically.
- Travel with some control showing awareness of space.
- Freeze in different shapes/positions on certain counts.

Class 2

- Change the way they move in response to different stimuli (e.g. music changing tempo).
- Explores feelings using bodily movements.
- Experiment ways to move their body in response to music/pictures/words
- Copy simple movement patterns (e.g. walk, leap, spin and jump).
- Create a simple movement pattern.
- Copy a partner's movement pattern.
- Perform in time to music.
- Watch performances and describe dynamic qualities (e.g. fast/slow, hard/soft, strong/light).
- Perform learnt skills with increasing control.
- Talk about the differences between their work and the work of others.
- Copy and remember a simple dance phrase.
- Create a dance phrase with a partner/small group.
- Copy simple travelling actions: hop, gallop, spin.
- Copy changes in speed and direction.
- Copy simple movement patterns (e.g. spin, walk clap).
- Begin to perform learnt skills with some control and coordination.
- Freeze on command in different shapes/positions .
- Watch performances and describe what body actions they see.
- Describe how a dance makes them feel.
- Watch performances and say what they like/dislike.
- Use a range of stimuli (e.g. sounds, pictures, objects) to create body actions and movements.

Class 3

- Perform learnt skills with control.
- Identify strengths and areas for improvement in their own performances.
- Accurately copy and remember a dance phrase.
- Use technical vocabulary when describing/ evaluating/comparing performances.
- Show changes of speed/level/direction/tension in choreography to reflect the chosen dance style.
- Adapt the way they perform to suit the dance style/idea.
- When watching others perform, suggest how they could improve.
- 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.
- Perform in time to music with awareness of rhythm and expression.
- Use a range of stimuli (e.g. sounds, pictures, objects) to create movements.
- Show changes of speed/level/direction/tension in choreography.
- Adapt and improvise movement patterns to create longer sequences.

Class 4

- Create imaginative dance phrases and simple dances on own and with partner/small group.
- Suggest how they and others can improve their performances.
- Create and use criteria to evaluate others' performances (e.g. Bronze, Silver, and Gold).
- Consistently perform skills and techniques with accuracy and control.
- 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.
- Confidently use, adapt and improvise movement patterns to create longer sequences.
- Show changes in dynamics in choreography and use space effectively to reflect the chosen dance style.
- Copy and remember more challenging dance phrases.
- Confidently perform longer more complex sequences in time to music with rhythm, expression and precision.
- Describe/ evaluate/ compare performances demonstrating 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.
- Consistently perform with expression and emotion.