

## DANCE in LOWER KEY STAGE 2– development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment		Core Assessment Tasks:
<b>Pupils should:</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>enjoy communicating and collaborating with each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones</li> </ul>		<b>Level 2</b> – Round the Clock, Indian Delight
7-11 yrs	Year 3	Year 4
<b>Compose</b>	<ul style="list-style-type: none"> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create short dance phrases and simple dances</li> <li>Select appropriate movement material showing a thought/feeling</li> <li>Develop movement using;               <ul style="list-style-type: none"> <li><b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness</li> <li><b>Space (WHERE);</b> formation, direction &amp; levels</li> <li><b>Relationships (WHO);</b> whole group/duo/solo</li> <li><b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)</li> <li><b>Choreographic devices;</b> repetition</li> </ul> </li> <li>Structure a short dance phrase, connecting different ideas showing a clear beginning, middle and end</li> <li>Musicality</li> </ul>	<ul style="list-style-type: none"> <li>Recap previous learning</li> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create dance phrases and dances</li> <li>Select appropriate movement material showing an idea/thought/feeling</li> <li>Develop movement using;               <ul style="list-style-type: none"> <li><b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness</li> <li><b>Space (WHERE);</b> formation, direction &amp; levels</li> <li><b>Relationships (WHO);</b> whole group/duo/solo, explore unison/canon</li> <li><b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)</li> <li><b>Choreographic devices;</b> motif, motif development &amp; repetition</li> </ul> </li> <li>Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end</li> <li>Musicality</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing growing confidence</li> <li>Begin to show co-ordination, control and strength (Technical Skills)</li> <li>Begin to show focus, projection and musicality (Expressive Skills)</li> <li>Demonstrate a growing awareness of different dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate a growing awareness of dynamic qualities – speed, energy &amp; continuity</li> <li>Demonstrate a growing awareness of use of space – levels, directions, pathways &amp; body shape</li> <li>Demonstrate a growing awareness of different relationships – mirroring, complementary &amp; contrasting</li> <li>Copy, repeat and remember movement, developing movement memory</li> </ul>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing confidence</li> <li>Show co-ordination, control and strength (Technical Skills)</li> <li>Show focus, projection and musicality (Expressive Skills)</li> <li>Demonstrate different dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate dynamic qualities – speed, energy &amp; continuity</li> <li>Demonstrate use of space – levels, directions, pathways &amp; body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> <li>Copy, repeat and remember movement, developing movement memory</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>Begin to understand and use simple dance vocabulary</li> <li>Begin to compare and comment on their own and others work</li> <li>Begin to identify strengths and areas for improvement using simple dance vocabulary</li> <li>Begin to evaluate experiences and outcomes and set goals for their own development</li> <li>Begin to discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of different dance styles and traditions</li> <li>Understand and use simple dance vocabulary</li> <li>Compare and comment on their own and others work</li> <li>Identify strengths and areas for improvement using simple dance vocabulary</li> <li>Evaluate experiences and outcomes and set goals for their own development</li> <li>Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Stimuli, compare, mirroring, complementing, choreograph, gesture, formation, direction, repetition, connecting, focus, projection, musicality, dynamic</li> </ul>	<ul style="list-style-type: none"> <li>Musicality, stimuli, dynamic, gesture, unison, canon, contrasting, motif, dance phrase, pathway, tradition</li> </ul>

