

9-11 yrs	Year 5	Year 6
<b>Compose</b>	<ul style="list-style-type: none"> <li>Recap previous learning and vocabulary</li> <li>Respond to a variety of stimuli more creatively</li> <li>Explore and experiment with more movement ideas and possibilities</li> <li>Create longer and challenging dance phrases and dances</li> <li>Select appropriate movement material to express ideas/thoughts/feelings and emotions</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, level &amp; pathways</li> <li><b>Relationships (WHO);</b> solo/duo/trio, unison/canon/contrast</li> <li><b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)</li> <li><b>Choreographic devices;</b> motif, motif development, repetition</li> </ul> </li> <li>Musicality</li> </ul>	<ul style="list-style-type: none"> <li>Recap previous learning and vocabulary</li> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with more complex movement ideas and possibilities</li> <li>Create longer and more challenging dance phrases and dances</li> <li>Select appropriate and imaginative movement material to express thoughts/feelings</li> <li>Develop movement using; <ul style="list-style-type: none"> <li><b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness incorporating props where possible</li> <li><b>Space (WHERE);</b> formation, direction, level &amp; pathways</li> <li><b>Relationships (WHO);</b> solo/duo, as part of a larger group dance</li> <li><b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)</li> <li><b>Choreographic devices;</b> motif, motif development, repetition, retrograde (performing motifs in reverse)</li> </ul> </li> <li>Musicality</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing growing confidence and clarity of actions</li> <li>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>Show growing focus, projection, sense of style and musicality (Expressive Skills)</li> <li>Demonstrate a wide range of dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>Demonstrate use of space – levels, directions, pathways, size &amp; body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact</li> <li>Copy, repeat and remember complex movement, developing movement memory</li> </ul>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing confidence and clarity of actions</li> <li>Show more developed co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>Demonstrate a wide range of carefully controlled dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate choice of appropriate dynamic qualities – speed, energy, continuity, rhythm</li> <li>Demonstrate choice of appropriate use of space – levels, directions, pathways, size &amp; body shape</li> <li>Demonstrate different relationships and be able to appropriately choose from – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact</li> <li>Copy, repeat and remember complex movement, developing movement memory</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>Show a growing awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>Develop an understanding of and start to use dance vocabulary</li> <li>Compare and comment on their own and others work</li> <li>Identify strengths and areas for improvement using 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>	<ul style="list-style-type: none"> <li>Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>Understand and use dance vocabulary</li> <li>Compare and comment on their own and others work</li> <li>Identify strengths and areas for improvement using 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>

	Take on board feedback and deal positively with praise and criticism	• Take on board feedback and deal positively with praise and criticism
<b>Vocabulary</b>	• Evaluate, judgement, stimuli, content	• Mirroring, alignment

**DANCE in UPPER KEY STAGE 2- development of skills linked to the core assessment tasks**

<b>National Curriculum Statements of Attainment</b>	<b>Core Assessment Tasks:</b>
<p><b>Pupils should:</b></p> <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>	<p><b>Level 3</b> - What's So Funny?  <b>Level 4</b> – Making the Grade</p>