

# Dance

## End Points

### Year 1

I can perform a teacher led dance based on a familiar story.  
I can use my body to create different sizes and shapes and can contribute to the creation of different whole group shapes and formations.

### Year 2

I can perform a teacher led dance which reflects a theme that is important to me.  
I can travel in a range of different ways and can create a motif which includes three travelling methods.

### Year 3

I can perform and contribute to a group dance on the theme 'me and my community' where I interact with other group members.  
I can perform a dance and demonstrate the use of gesture and facial expression during my performance,

### Year 4

I can perform an individual dance which incorporates the six basic actions (*jump, gesture, stillness, turn, travel, fall*)  
I can choreograph and perform a group dance demonstrating the six basic actions.

### Year 5

I can create a short motif by sequencing yoga movements of my choice.  
I can perform and create a group dance using relationship devices (*e.g. unison, canon, levels, counter balance, mirroring, contact work etc...*)

### Year 6

I can perform a more complex dance routine from a specific dance genre (*e.g. contemporary, jazz, street etc...*) and incorporate more advanced skills and movements  
I can perform a group dance which demonstrates a range of dynamics (*e.g. floaty, strong, exploding, soft etc...*) .

## Skills

Rhythm (counting in beats, using music, using body to create rhythm)  
Sequencing (copying sequences, creating sequences, linking actions together to build sequences)  
Travel (use of space, methods of travel, pathways- curved, straight)  
Gesture (developing gestures, stillness, creating motifs, linking)  
Levels (changing levels in sequence, low level- rolls, high level – jumps)  
Shapes and actions (stillness, turn, jumps, travel, gesture)  
Moods/ feelings ( interpretation of music/ pictures/ props)  
Dynamics (speed, direction, formations, levels, size of actions)  
Relationships (individual, pairs, group work)  
Assessment/ Performance- (responsibilities of audience, directions of performing)

## Have you thought about...?

Using props/ recourses  
Using ICT- record performances  
Environment – doing dance outside/ inside  
Music choices- different groups to use different tracks  
Cross curricular links – topic work  
Vocabulary- print out key words- introduce key terminology

## Differentiation

Stimulus- topic, music, pictures, poems, stories  
Support- Teacher/ peer  
Groups- mixed ability, same ability  
Challenge cards