



PE Knowledge and Skills Progression- Dance

Years 5-6

National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement 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:

- use running, jumping, catching and throwing in isolation and in combination
- play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

YEAR 5	YEAR 6
<p><u>Dance skills and performance</u> I am able to identify and repeat the movement patterns and actions of a chosen dance style. I can compose (select and choreograph ideas into a sequence.) individual, partner and group dances that reflect the chosen dance style. I show a change of pace and timing in my movements. I have developed an awareness of my use of space. I can stay in character to add drama and emotion to my dance.</p>	<p><u>Dance skills and performance</u> I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose individual, partner and group dances that reflect the chosen dance style. I am able to combine flexibility, techniques and movements to create a fluent sequence. I use dramatic expression in dance movements and motifs.</p>

I can demonstrate imagination and creativity in the movements I devise in response to stimuli.

I use transitions to link motifs smoothly together.

I can improvise with confidence, still demonstrating fluency across the sequence.

I ensure my actions fit the rhythm of the music.

I can modify parts of a sequence as a result of self and peer evaluation.

I can use more complex dance vocabulary to compare and enhance movement quality and dynamics during dance. work.

I perform my own longer, more complex sequences in time to music, applying skills and techniques with accuracy and control.

Evaluation

I can choose and use criteria to evaluate my own and others' performances. I can explain why I have used particular skills or techniques, and the effect they have had on my performance.

I dance with fluency and control, linking all movements and ensuring that transitions flow.

I can demonstrate strong and controlled movements throughout a dance sequence.

I move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.

I move rhythmically and accurately in dance sequences.

I can demonstrate consistent precision when performing dance sequences.

I modify some elements of a sequence as a result of self and peer evaluation.

I use complex dance vocabulary to compare and improve my work.

I perform the sequence in time to music

Evaluation

I thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.

I use dance terms to describe performances.

Useful YouTube clip [\(1042\) Elements of Dance | KQED Arts - YouTube](#)