



# PE Knowledge and Skills Progression- Dance

## Years 3-4

### 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 3	YEAR 4
<b><u>Dance skills and performance</u></b> I can respond to different stimuli being able to add drama and emotion to the dance. I can execute a wider variety of movements in extended sequences. I can create a performance which will include; stage presence, timing, rhythm and sustaining the character throughout. I can develop the quality of the actions in my performances, performing with control and confidence.	<b><u>Dance skills and performance</u></b> I can explore movement through improvisation, introducing unison and matching, in response to a stimulus (pictures, music and videos). I can sustain my character to add drama and emotion to the dance. I can create a performance which will include stage presence, timing, rhythm and sustaining the character throughout. I can create extended sequences with more complex interacting movements and actions in a small group.

I can use simple dance vocabulary to compare and improve work.

I can copy and follow a dance routine

**Evaluation**

I can watch, describe and evaluate the effectiveness of a performance.

I am able to describe how my performance has improved over time.

I can compose a dance that reflects the chosen dance style.

I am beginning to vary dynamics and develop actions and motifs in response to stimuli.

I can demonstrate rhythm and spatial awareness. I can change parts of a dance as a result of self-evaluation.

I use simple dance vocabulary when comparing and improving work.

**Evaluation**

I am able to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

I modify my use of skills or techniques to achieve a better result.