

PE Overview of Skills and Knowledge - Dance

| N | R | 1 | 2 | 3 | 4 | 5 | 6 |
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| Nursery Rhymes | Seasons Circus | Animals Puppets Toys | Dance Around the World Under the sea Minibeasts | Egyptians Space | Romans Strictly Come Dancing | Victorians and the Industrial Revolution Through the ages | WW2 Films Haka |
| To begin to move when music begins. | To enjoy joining in with dancing and ring games. | To move safely and creatively in space. | To move safely and creatively in space. | To show good timing posture and extension. | To perform with control and poise. | To perform with control and poise. | To perform with control and poise. |
| To end moving when music stops. | To create movement in response to music. | To dance in time and unison. | To dance in time and unison. | To show changes in level and pathway when travelling. | To think creatively to find solutions to challenges. | To think creatively to find solutions to challenges. | To think creatively to find solutions to challenges. |
| To move fast and/or slow to match music. | To use movement to express feelings. | To show different levels and pathways in travelling. | To show different levels and pathways in travelling. | To work cooperatively and respond to feedback using technical language. | To apply skills effectively in different situations and within a range of physical activities. | To develop the knowledge and understanding of choreographic devices within dance. | To develop the knowledge and understanding of choreographic devices within dance. |
| To bounce, spin or roll to match music. | To initiate new combinations of movement and gesture to express and respond to feelings. | To work in pairs cooperatively. | To work in pairs cooperatively. | To show use of mirror images and changes in levels. | To move in unison. | To develop a motif using agility, balance, coordination and precision. | To develop the knowledge and understanding of choreographic devices within dance. |
| To move high and low. | | To give feedback on performances. | To give feedback on performances. | To use canon and changes in formation. | To demonstrate teamwork. | To focus on good timing and performing motif in unison. | To develop the knowledge and understanding of the style of dance used in films. |
| To remember a sequence of moves. | | To follow simple movement patterns at different levels. | To follow simple movement patterns at different levels. | To improve a performance based on feedback. | To understand the importance of a warm up and cool down. | To share knowledge of characters, storylines and themes in dance. | To express emotion through movement. |
| | | To demonstrates leadership skills. | To demonstrates leadership skills. | To develop a motif demonstrating some agility, balance, coordination and precision. | To copy repeat and remember a range of actions using coordination, balance, control and strength. | | To share knowledge of characters, storylines and themes in dance. |
| | | To be physically confident and make a purposeful contribution. | To be physically confident and make a purposeful contribution. | | | | |
| | | | To work as a group to create a dance. | | | | |
| | | | To translate words into theme related movements, shapes and actions. | | | | |