

DANCE in LOWER KEY STAGE 2 and UPPER KEY STAGE 2– development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment		Core Assessment Tasks:
Pupils should: <ul style="list-style-type: none"> perform dances using a range of movement patterns enjoy communicating and collaborating with each other develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones 		Level 2 – Round the Clock, Machines Level 2/3 – Indian Delight Level 3 – Masquerade, What's So Funny? Level 4 – Making the Grade
7-11 yrs	Lower Key Stage 2	Upper Key Stage 2
Compose	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy (e.g. heavy/light) Choreographic devices; motif, motif development & repetition Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Musicality 	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Musicality
Perform	<ul style="list-style-type: none"> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity Demonstrate use of space – levels, directions, pathways & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting Copy, repeat and remember movement, developing movement memory 	<ul style="list-style-type: none"> Perform their dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact Copy, repeat and remember complex movement, developing movement memory
Appreciate	<ul style="list-style-type: none"> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content 	<ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using dance vocabulary Evaluate experiences and outcomes and set goals for their own development Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Take on board feedback and deal positively with praise and criticism
Communication and understanding of health	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Describe how the body reacts at different times and how this affects performance. Explain why exercise, including dance, is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise including dance is good for health, fitness and wellbeing. Know ways they can become healthier.

