

Floreat Wandsworth Progression of Learning in Dance

	Dance focus	Skills	Style
Nursery	<p>Space – physical surroundings, size of space and safety in space.</p> <p>Imagination – use imagination to respond to music.</p>	<p>Experiments with different ways of moving.</p> <p>Imitate movement in response to music.</p> <p>Move body in response to music.</p> <p>Understand use of space.</p> <p>Look at different movements that can be used in dance.</p>	Movement to Rhythms
Reception	<p>Space – physical surroundings, size of space and directions to move in.</p>	<p>Begin to move body rhythmically.</p> <p>Move body to sounds they enjoy.</p> <p>Experiments with ways of moving</p> <p>Join in with circle/dancing games.</p> <p>Practise and repeat dance sequences.</p> <p>Begin to imitate movements shown to them by adults.</p>	Movement to Rhythms
Year 1	<p>Timing</p> <p>Repetition</p> <p>Balance</p>	<p>Copy and repeat simple skills.</p> <p>Respond to different stimuli with a range of actions.</p>	Fairy tales

	<p>Stillness Direction</p>	<p>Copy and explore basic body actions demonstrated by teacher.</p> <p>Copy simple movements.</p> <p>Compose and link movement phrases to make simple dances with start middle end.</p> <p>Use stillness within a sequence.</p> <p>Practise and repeat movement.</p> <p>Move around the space in different directions.</p>	
Year 2	<p>Unison Canon Levels Posture Facial expression</p>	<p>Copy, remember and repeat simple skills with control and coordination.</p> <p>Can link several movements together.</p> <p>Discuss different stimuli and starting point for creating dances.</p> <p>Vary skills, actions and ideas.</p> <p>Compose and perform dances that express and communicate moods, ideas feelings.</p> <p>Remember and repeat short sequence of dance.</p>	Seasons

Year 3	Improvisation Formations Transitions	<p>Watch and demonstrate taught cultural dances or community story.</p> <p>Work creatively in a group.</p> <p>Improvise freely with a partner showing an imaginative response to different stimuli.</p> <p>Apply basic compositional ideas to create dances that convey feeling and emotion.</p> <p>Show awareness of others in the space when dancing in groups.</p> <p>Explore new and different actions.</p>	Traditional dance
Year 4	Dynamics Musicality Coordination Stimulus	<p>Formally perform a cultural dance to an audience.</p> <p>Select, use and perform with coordination and fluency.</p> <p>Use a range of actions to begin to combine movements and patterns.</p> <p>Describe what makes a good dance sequence.</p> <p>Begin to design movement phrases that respond to stimuli.</p> <p>Link movement together with increased precision.</p>	Bollywood
Year 5	Counterpoint	Understand and interpret the role dancers play in sequences.	Haka

	<p>Focus Control Canon</p>	<p>Look at moods and atmospheres and discuss impact.</p> <p>Performance shows precision, control and fluency.</p> <p>Experiment with a wide range of actions.</p> <p>Think about character narrative ideas and respond through movement.</p> <p>Create and perform dances using a variety of patterns, speed, continuity.</p> <p>Incorporate canon into their sequences. Perform and review, own and others sequences.</p>	
Year 6	<p>Complementary Contrast Interpretation Execution Critical appreciation</p>	<p>Explain in depth the role and coordination of elements within dances performed and dances watched.</p> <p>Perform dances with accuracy and consistency.</p> <p>Extend compositional skills incorporating wider range of dance styles.</p> <p>Perform dances with expression and confident movement. Respond to a range of stimuli using improvisation. Use a range of space when performing.</p>	Contemporary dance