



Tatsfield Primary School – Dance Skills Progression

Early Learning Goals – Gross Motor Skills

Negotiate space and obstacles safely with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

- I can move to different beats.
- I can move slowly, quickly, high, low and at different levels.
- I can move energetically.
- I can show awareness of space, including my personal space, and move safely.

NC objective:

Perform dances using simple movement patterns

Year 1

- I can respond to different stimuli.
- I can show an immediate response through movement.
- I can choose and use movements to make short phrases and simple structures.
- I can show my understanding of dance by communicating ideas, characters and stories.
- I can copy and perform simple movement and rhythm patterns.
- I can choose and link movements together.

Year 2

- I can show different rhythms and rhythmic patterns.
- I can remember and repeat rhythms and patterns.
- I can perform a whole dance with a simple structure.
- I can try out different movements before choosing the best one.
- I can remember and repeat movement phrases and patterns with control and coordination.
- I can explain why I need to warm up and cool down for dance.
- I can talk about contrasting dynamic elements (fast/slow, strong/soft, etc.).
- I can observe others dancing and describe actions, relationships, formations and quality of performance.

NC objective:

Perform dances using a range of movement patterns

Year 3

- I can respond imaginatively to strong stimuli.
- I can create simple motifs that I can remember and repeat.
- I can work with a partner using complementary movements.
- I can observe movement and give feedback against clear criteria.
- I can show acceleration and deceleration in my movements.
- I can repeat, remember and perform phrases in a dance.

Year 4

- I can show clarity in my body shape.
- I can link movements and sections using smooth transitions.
- I can choose and use appropriate dynamics.
- I can use different group formations to show ideas.
- I can use descriptive language when talking about dance.
- I can perform basic dance actions with control, fluency and coordination.
- I can copy and perform movement and rhythm patterns.
- I can perform confidently in different group formations.

Year 5

- I can perform sections of a dance that show clear changes in mood and feeling.
- I can remember and perform a whole dance.
- I can perform using a variety of rhythms.
- I can change and vary the use of dynamics.
- I can identify and suggest ways to improve performance.
- I can organise and lead my own warm-up exercise.
- I can change and vary relationships in dance and perform with awareness of partners and groups.
- I can observe others and comment constructively on their compositional work.

Year 6

- I can perform with control, fluency and accuracy.
- I can use compositional devices such as motifs, repetition and group organisation.
- I can choose appropriate movements and dynamics to reflect an idea.
- I can create my work as part of a complete dance.
- I can warm up and cool down independently.
- I can remember and perform complete dances confidently.
- I can observe others and give constructive feedback on their compositional work.