Grove School

Dance Progression document

At Grove school, children explore basic movement patterns as their bodies and minds develop. Children are taught to control movements through skill based learning and are encouraged to explore their surrounds using a variety of movement patterns. A Grove school child will learn to assess risk, analyse performances and problem solve through sport.

KS1

By the end of KS1, a Grove School dancer will be able to move around their space with control and awareness of others. Children will be able to respond to a variety of music styles and will begin to use dance vocabulary. Children will be able to count to a basic 4 bar beat.

KS2

By the end of KS2, a Grove School dancer will be able to perform skills in combination with each other. Children will be exposed to a variety of dance styles and will be able to create, perform and analyse their performances and the performances of others.

Dance skills refer to the following:

Level – High, Middle and Low levels

Expression- Facial expression and Body Expression

Unison/Mirror- At the same time as a partner or group

Cannon- Performing a movement immediately after a partner or group

Year Group	Agility Ability to change direction with control	Balance Ability to hold a position for a given time.	Co-ordination Ability to perform two or more actions at the same time
Nursery	I am exploring movements with my body. I can move in a variety of directions and ways. I can use my arms to pull my body along the floor.	I can use balance to move with control at a comfortable speed. I am starting to understand I can move quickly and slowly around a space. I am beginning to balance on one foot.	I can move to a piece of music. I can move at different speeds and stop when asked to. I can explore moving on the floor and by standing.
Reception	I can move around a large space with control over my movements. I am able to change	I am starting to understand that dances can be performed in different spaces and positions. I can move	I am exploring how music makes me want to move. I can decide whether to move slowly or quickly to a piece of music. I can move

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	direction upon instruction. I can stop and go using my spatial awareness to find a good space.	around my dance space but also share my dance space with a partner.	in a wide variety of ways including, on the floor, standing up and in groups.
Year 1	I am able to move from a high position to a low position by bending my knees. I can change direction to show left, right, forwards backwards and diagonal. I am exploring different ways of moving my body into and out of space.	I can show control over movements when moving around a large space. I am able to dance in a space with a partner and move safely in our dance space.	I am beginning to discuss how music makes me feel. I can move my body based on how music makes me feel.
Year 2	I can change my direction at a variety of levels. I can use the space around me to good effect, keeping my routines within a working space.	I can show control over my movements, responding appropriately to a musical stimulus. I can show good posture and stiff movements when dancing. I can hold simple dance positions with static control.	I can perform simple routines whilst counting to a beat. I can count aloud whilst moving to help me keep to a beat. I can perform movements at a variety of levels. I am beginning to use facial expressions in co-ordination with my movements.
Year 3	I can perform movements in multiple directions. I move around my space effectively and I am beginning to change my movements based upon audience position.	I am beginning to use linking movements to connect dance positions together. I can perform at a variety of levels using control with correct posture. I am able to discuss how a movement might vary in difficulty based upon the level it is performed at.	I can perform routines in groups and as an individual. I am able to show facial expressions for a variety of emotions. I am beginning to show cannon and unison/mirror in my dance. I am able to count to a beat and my movements are synchronized with the 4 bar beat of a piece of music.
Year 4	I can change direction with control over my speed. I use the space to good effect with consideration for my audience's position. I am beginning to use my space effectively as a group.	I can confidently move from one position to another with linking movements. I am able to hold a position for varying amounts of time. I am able to use a partner or group to link two movements together.	I can perform routines in a group and as an individual. I am able to count to a beat in my head and synchronise my movements to a 4 bar beat piece of music. I am able to use cannon and mirror in my work. I am starting to choreograph my own dance routines based around a genre.

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		I am able to discuss how my balance can affect my performance.	
Year 5	I am able to use a variety of speeds within a performance, whilst keeping to the beat of a musical piece. I am able to work in a group with members of my group performing at different speeds and directions. I can use my space with consideration for the audience position.	I can work as a group to create balances within dance. Drawing on my knowledge from gymnastics. I can link my dance movements together whilst staying within a musical beat. I can perform movements with control which are linked to a musical stimulus.	I can perform routines as a group and as an individual. I can confidently use mirror and cannon in my routines. I am able to analyse my performance and the performance of others. I can choreograph my own routine based around a genre.
Year 6	I am able to use a variety of speeds within a performance, whilst keeping to the beat of a musical piece. I am able to work in a group with members of my group performing at different speeds and directions. I am able to evaluate my performance and the performance of others. I can discuss how changing direction at speeds can relate to an emotion or theme.	I can describe how balance and position of movements adds to the aesthetics of dance. I can use dance terminology such as aesthetic appreciation and describe why this is important for dance. I am starting to understand how dance competitions are performed and can give an evaluation score for aesthetics and difficulty of performances.	I can choreograph my own performance around a genre, using my dance skills. I can explain how my movements link to the overall theme of a dance. I can analyse my performance and the performance of others, using dance terminology to enhance my understanding of dance.