




PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019



P.E ESSENTIAL SKILLS Y1-Y6: DANCE					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
<i>IPEP: Animals - Jungle</i>	<i>IPEP: Dance the UK – Traditional Dance</i>	<i>IPEP: Dance Style - Bollywood</i>	<i>IPEP: Dance Style - Charleston</i>	<i>IPEP: Dance Style – Rock & Roll</i>	<i>IPEP: Dance Style – Street Dance</i>
Health 					
Explore why dance is good for health. With support talk about changes in the body when exercising	Know that dance is good for your health and begin to identify some changes in the body when exercising	Understand why dance is good for your health and can identify a number of changes in the body when exercising	Lead simple warm ups and cool downs with teacher assistance and describe some short term effects on the body	Begin to lead safe warm ups and cool downs and describe some long term effects of exercise on the body	Are aware of safety protocols when leading warm ups and cool downs and understand long term effects of exercise on the body
Mental 					
Watch and discuss my own and others' work. Independently listen to feedback given to themselves and others	Describe my own and others' work and understand feedback they have been given	Comment on own and others' work and respond to feedback positively	Understand strengths and weaknesses in others' performances. Understand how different compositional devices affect performance	Describe basic compositional devices seen in performance, e.g. gesture, level, direction. Make basic improvements to performance based on feedback from others	Understand different performances, demonstrating good knowledge of composition. Adapt performances to feedback given from others
Physical 					
Explore basic dance actions e.g. travel, jump, balance as simple linking actions	Practise and repeat actions and perform them in a controlled way, linking simple actions independently. Able to demonstrate folk dance actions.	Perform basic dance actions with control and co-ordination e.g. travel, jump, gesture, stillness, balance. Link simple actions to create a short dance Able to demonstrate relationships -unison and canon.	Use a number of dance actions to create a fluent performance and work effectively within a group dance Able to demonstrate Charleston technique. Able to demonstrate relationships - mirroring.	Apply basic compositional ideas to create choreography. Perform showing basic phrasing and efficiency (no wasted energy when body moves). Able to demonstrate Rock n' Roll technique – Hand jive and flicks. Able to demonstrate relationships - contact work.	Utilise different compositional ideas to improve choreography. Perform showing expression and imagination. Able to demonstrate street dance technique - top rock, slides, helicopter. Able to demonstrate relationships - confrontation.

PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019



		Able to demonstrate Bollywood technique – 'mudras' and arm gestures.		Able to execute lifts safely and competently.	Able to explore space - directions and formation.
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KEY VOCABULARY: DANCE					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Subject specific: Travel, jump, link, balance, canon, duet, trio, energy, perform	Subject Specific: Repeat, Folk Dance, quartet, choreograph, formation	Subject Specific: Gesture, stillness, unison, Bollywood, India, limbs, yoga, poses	Subject Specific: Charleston, mirroring, flappers, expressions, flexed, over-the-top	Subject Specific: Rock & Roll, hand-jive, flicks, lifts, contact work	Subject Specific: Street Dance, top rock, sliders, helicopter, confrontation, direction, formation