

Nursery Physical Development Progression- Dance Focus



Fundamentals Continuous Provision

Phase Nursery	Gross Motor Skills
	Children will be learning to....
(a) Prior learning birth to 3	<ul style="list-style-type: none"> • To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. • Clap and stamp to music. • Move by walking and running. Begin to jump and climb, begin to climb the stairs with support from a hand or banister.
(b) 3 & 4 year olds	<ul style="list-style-type: none"> • Move by walking and running, but be able to change direction to avoid obstacles and other children. • Continue to develop their movement and balancing • Go up steps and stairs using alternate feet. • Begin to hop. • Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. • Use large-muscle movements to wave flags and streamers, paint and make marks during big movement sessions, wiggle and squiggle sessions. • Start taking part in some group activities which they make up for themselves, or in teams. • Walk on different parts of their feet; tiptoes, heels. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.. Learning action songs (penguin dance, head shoulders knees and toes).
End Points for Nursery	<ul style="list-style-type: none"> • Walk backwards avoiding obstacles.

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| | <ul style="list-style-type: none">• To freeze their position when dancing on request.• To be able to skip with two legs confidently.• To move in a variety of ways; rolling, crawling and sliding.• Initiate a ring game; <i>The farmers in his den, Ring 'o' roses</i> |
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Reception Physical Development Progression- Dance Focus



Fundamentals Dance lessons Continuous Provision

Phase Reception	Gross Motor Skills
	Children will be learning to...
(a)	<ul style="list-style-type: none"> • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Develop their overall body strength and co-ordination, using a range of open-ended materials in play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • Children to experience spinning, rocking, sliding, stepping, bouncing, jumping. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping,
(b)	<ul style="list-style-type: none"> • Combine different movements with ease and fluency, through creating obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. • Use our bodies to be creative and come up with imaginative actions. • Use our bodies to show different levels in our travelling movements. • Hang and swing from the bars, developing overall body-strength, balance, co-ordination and agility.
(C) ELG	<p style="text-align: center;">ELG: Gross Motor Skills</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • 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.

Year 1 ready

Based on Progression in Physical Development EYFS, these are the fundamental basic skills which children will need to learn before they finish Reception, in order to be ready for the KS1 dance curriculum:

- To begin to **control** their whole body through continual practice of large movements, such as **waving, kicking, rolling, crawling, sliding** and **walking**.
- To be able to **skip, hop, stand on one leg** and **hold a pose** for a game like musical statues.
- **Clap** and **stamp** to music.
- Move by **walking** and **running**. Begin to **jump** and **climb**, begin to climb the stairs with support from a hand or banister.
- Be able to quickly **change direction** to avoid **obstacles** and other children.
- Go up steps and stairs, including climbing on/up apparatus, using alternate feet.
- **Balancing** across a plank with adult support.
- Gradually be able to balance and stand on one leg and begin to be able to **'freeze'** their body when the music stops, when playing games.
- Walk on different parts of their **feet; tiptoes, heels**.
- Increasingly be able to use and remember **sequences** and **patterns** of movements which are related to music and rhythm.
- With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To run confidently at different **speeds; fast** and **slow**.
- Walk **backwards** avoiding obstacles.
- To climb safely, showing an awareness of risks and talking about them.
- To **jump** off apparatus safely, landing on both feet.
- Walk **across** a plank safely and with confidence.
- To be able to respond to simple **commands** eg: **stop, go, fast, slow**.
- Negotiate obstacles safely with consideration for themselves and others.
- Be able to identify a safe **space** to stand.
- Develop their balance and agility to engage successfully with gymnastics and sport. Children to experience **spinning, rocking, sliding, stepping, bouncing, jumping**.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Use our bodies to be creative and come up with imaginative actions.
- Use our bodies to show different **levels** in our travelling movements.

Safety and routines

- Children need to be taught the specific boundaries and playing area of a game or activities so that they can engage safely.

- Children need to be taught to listen carefully to instructions and follow them closely in order to ensure their safety and the safety of others.
- Children will be taught the importance of a warm up both for their bodies to be able to access the lesson successfully but also to be able to understand where they can safely find space in which to perform the activities.
- Children will need to know that PE lessons are not simply play time and that they are there to learn as much as enjoy themselves.

NB – key words highlighted in bold will be taught to the children so that they can 1) recall them 2) understand them and 3) demonstrate their meaning in context.

Key Stage 1 & 2

Dance Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>

<p>Dance Skills</p>	<p>Begin to move freely to music and different rhythms.</p> <p>Introduce doing actions to a beat (count of 8).</p> <p>Introduce speeding up and slowing down in response to the beat.</p> <p>Copy and repeat a simple movement pattern with some coordination and success.</p> <p>Introduce and explore different ways of travelling; lunge, tiptoe, zig zag, walk, shuffle, run.</p> <p>Introduce and explore different ways of jumping; hop, leap, skip, bounce, spring.</p> <p>Introduce and explore different ways of turning; spin, twirl, pivot, wrap, twist, rotate.</p> <p>Introduce and explore different gestures; shrug, wave, punch,</p>	<p>Improve moving freely to music and different rhythms.</p> <p>Improve performing actions to a beat (count of 8).</p> <p>Improve speeding up and slowing down in response to the beat.</p> <p>Copy and repeat a simple movement pattern with improved co-ordination success and accuracy.</p> <p>Develop actions using different levels, directions and space.</p> <p>Develop travelling actions across different pathways (direct, curved, spiralled)</p> <p>Develop actions to show feelings.</p> <p>Develop a sequence of actions using a change of levels, direction, pathways and space.</p> <p>Identify and explore the different relationships in dance.</p>	<p>Refine performing actions to the beat and in time.</p> <p>Apply varying speed to actions (rapid, instant, rushed ...paused, gradual, delayed)</p> <p>Apply different qualities/energy to actions (strong, rough, jagged, heavy, harsh, light, soft, airy, smooth, gentle)</p> <p>Begin to understand the effect of different speeds and qualities (dynamics) within a dance.</p> <p>Enhance a simple movement pattern by varying speed and quality/energy (dynamics).</p> <p>Understand the effect of canon and unison and how we could use this in dance.</p> <p>Use a stimulus (music & images) to create related actions.</p>		<p>Accurately mirror and copy sequence in time with the music.</p> <p>Accurately identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Use transitions to link sequences smoothly together.</p> <p>Choreograph a sequence in unison that reflects the chosen dance style.</p> <p>Choreograph a longer sequence which demonstrates use of ASDR (actions, space, dynamics & relationship).</p> <p>Consider the desired impact on an audience.</p> <p>Enhance traditional movement patterns by changing space, dynamics & relationships.</p>	<p>Master moving in time and to the beat.</p> <p>Move fluently and freely.</p> <p>Confidently move freely and improvise in response to a stimulus.</p> <p>React appropriately to a change in music/storyline and consider how this affects the dynamics of the movement and contact.</p> <p>Explain the effect of canon and unison and how this impacts the chosen style of dance.</p> <p>Explore the use of breath to stay in time as a group (absence of music).</p> <p>Enhance and lengthen the basic movement pattern by applying ASDR (actions, space, dynamics & relationship) justifying reasons for the changes.</p>
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	<p>fold, flick, nod, tilt, shake.</p> <p>Practise being still on command.</p> <p>Apply knowledge of actions to create a short sequence.</p>	<p>Begin to use a stimulus (story/music/images/event) to create actions.</p> <p>Begin to identify ways we can show feelings through dance (facial expressions, speed, body language).</p> <p>Explore choreographing a sequence of actions which tell a story. Explore the use of props to help tell a story (scarf/ribbon/object/item of clothing).</p> <p>Apply knowledge of "Space" (levels, direction, pathways) to develop and improve the Bata Dance.</p>	<p>Begin to improvise to create actions and movement.</p> <p>Choose a relationship for the sequence.</p> <p>Show feelings through dance (facial expressions, speed, body language).</p> <p>Apply knowledge of dynamics to manipulate a sequence.</p> <p>Use both canon and unison within the dance with increasing confidence.</p> <p>Purposefully select and use props to enhance the style of dance. (scarf/ribbon/object/item of clothing).</p>			<p>Successfully use a stimulus (story/music/images/event) to improvise and develop actions.</p> <p>Demonstrate imagination and creativity in the movements devised in response to stimuli.</p> <p>Effectively apply different dynamics to movement to achieve the desired impact on the audience.</p> <p>Explore creating shapes with a partner and reacting to touch.</p> <p>Explore transferring weight onto each other and how this can flow into movement.</p>
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<p>Compete / Perform</p>	<p>Introduce a starting and finishing position.</p> <p>Practise coordination in limbs.</p> <p>Rehearse and perform the traditional English Barn Dance with some success.</p> <p>Show some awareness of others when working together.</p>	<p>Apply a start and end position to sequence.</p> <p>Show improved coordination and control in limbs.</p> <p>Rehearse and perform the Nigerian Bata Dance with improved success, accuracy and timing.</p> <p>Show good awareness of others when performing together in unison.</p>	<p>Establish a clear start and end position.</p> <p>Show increased awareness of others when performing together in unison and canon.</p> <p>Explore performing actions in canon and unison within different relationships (duet, trio, group).</p>		<p>Master an effective start and end position.</p> <p>Perform with confidence and presence.</p> <p>Demonstrate controlled, coordinated movements throughout a dance sequence.</p> <p>Demonstrate precision when performing dance sequences.</p> <p>Use dramatic expression to enhance the performance.</p>	<p>Demonstrate clear awareness of others when performing together in unison and canon.</p> <p>Effectively use dramatic expression to enhance the story telling and performance.</p> <p>Master performing actions in canon and unison within different relationships (duet, trio, group).</p>
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<p>Evaluate</p>	<p>Identify the actions in other sequences.</p> <p>Respond to questions about their performance.</p>	<p>Begin to identify what was good about a sequence.</p> <p>Begin to identify what could be better about a sequence and suggest ways to improve.</p> <p>Explain what could be better about a performance and suggest ways to improve.</p>	<p>Identify and explain what was good about a sequence.</p> <p>Explain what could be better about a sequence and suggest ways to improve.</p> <p>Comment on the impact of changing the speed and quality/energy (dynamics) of actions and when this may be useful.</p>		<p>Understand and explain what makes a good dance performance.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements and using these to improve the performance.</p>
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