

Dance Coverage Overview



EYFS Statutory Educational Programme and National Curriculum

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Subject Content Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum – yellow highlights where this links more with the dance strand of the curriculum

Dance is taught in Early Years in short blocks, alternating between dance and gymnastics. It is understood that there are a lot of elements of Physical Development that support the children in their progression of dance skills that they access via Continuous Provision. There are also elements of the fundamentals sessions led by our sports coach which also develop key skills used within dance.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development			Dance: Circus	Dance: Circus	Dance: Toys	Dance: Toys
	<p>Dance objectives covered across units:</p> <p>Use my body and create and express simple theme related shapes, movements and actions.</p> <p>Travel safely and creatively in space.</p> <p>Show different levels when I travel.</p> <p>Communicate effectively with a partner.</p> <p>Use pictures to create shapes, movements and actions.</p> <p>Remember and perform a basic sequence of movement when led by a teacher (to a count of 4).</p>					

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Indoor PE: Settling in and establishing safe routines in the hall, listening to instructions, being able to find safe space.	Dance: Seasons	Dance: Seasons Nursery rhymes	Dance: Nursery rhymes	Dance: Nursery rhymes	Dance: Jungle
	<p>Dance objectives covered across units:</p> <p>Use my body and create and express simple theme related shapes, movements and actions.</p> <p>Travel safely and creatively in space.</p> <p>Show different levels when I travel.</p>					

	<p>Communicate effectively with a partner.</p> <p>Use pictures to create shapes, movements and actions.</p> <p>Remember and perform a basic sequence of movement when led by a teacher (to a count of 8).</p>
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Key Stage One and Two

	Autumn	Spring	Summer
Year 1	Rhythm, beat & pulse through Traditional Barn Dance (autumn 2)	Actions – what? (spring 2)	Sequence – putting actions together (summer 2)
Year 2	Space – where? Level, direction, pathway, personal space, general space, formations (autumn 2)	Expression & Relationship – who? Solo, duet, trio, quartet, group, props (spring 2)	Rhythm, beat, pulse & Unison through Nigerian Bata Dance (summer 2)
Year 3	Dynamic – how? (autumn 2)	Canon & Unison (spring 2)	Moving with Control through Flamenco (summer 2)
Year 4	None (swimming)		
Year 5	Dance for Fitness through Zumba (autumn 1)	Performance (spring 1)	Range of Movement Patterns through Charleston, Lindy Hop & Lambeth Walk (WWII Link) (summer 1)
Year 6	Canon & Unison through The Haka (autumn 1)	Expression (spring 1)	Improvisation & Contact (Duet) (summer 1)

Dance Coverage Specific Objective Coverage Per Unit

	Autumn	Spring	Summer
Nursery	<p>Dance objectives covered across units:</p> <p>Use my body and create and express simple theme related shapes, movements and actions.</p> <p>Travel safely and creatively in space.</p> <p>Show different levels when I travel.</p> <p>Communicate effectively with a partner.</p> <p>Use pictures to create shapes, movements and actions.</p> <p>Remember and perform a basic sequence of movement when led by a teacher (to a count of 4).</p>		
Reception	<p>Dance objectives covered across units:</p> <p>Use my body and create and express simple theme related shapes, movements and actions.</p> <p>Travel safely and creatively in space.</p> <p>Show different levels when I travel.</p>		

	<p>Communicate effectively with a partner.</p> <p>Use pictures to create shapes, movements and actions.</p> <p>Remember and perform a basic sequence of movement when led by a teacher.</p>		
Y1	<p>Rhythm, beat & pulse through Traditional Barn Dance</p> <ul style="list-style-type: none"> - Begin to move freely to music and different rhythms. - Introduce clapping, marching and jumping to a beat (count of 8). - Introduce speeding up and slowing down in response to the beat. - Copy a simple movement pattern with some success. - Practise coordination in limbs. - Show some awareness of others when working together. - Rehearse and perform the traditional English 	<p>Actions – what?</p> <ul style="list-style-type: none"> - Introduce and explore different ways of travelling; lunge, tiptoe, zig zag, walk, shuffle, run. - Introduce and explore different ways of jumping; hop, leap, skip, bounce, spring. - Introduce and explore different ways of turning; spin, twirl, pivot, wrap, twist, rotate. - Introduce and explore different gestures; shrug, wave, punch, fold, flick, nod, tilt, shake. - Begin to perform actions in time with the beat (count of 8). - Begin to copy and repeat actions. - Practise being still on command. 	<p>Sequence – putting actions together</p> <ul style="list-style-type: none"> - Practise a range of actions (travel, jump, turn, gesture) with increasing balance and co-ordination. - Apply knowledge of actions to create a short sequence. - Practise a short sequence of actions with increasing coordination and accuracy. - Introduce a starting and finishing position. - Identify the actions in other sequences. - Respond to questions about their performance. - Rehearse keeping to the beat.

	<p>Barn Dance with some success.</p> <p>https://www.youtube.com/watch?v=20AzpUhclE</p>		
Y2	<p>Space – where?</p> <p>Level, direction, pathway, personal space, general space, formations</p> <ul style="list-style-type: none"> - Develop actions on different levels (high, middle, low) to perform an action. - Develop actions in different directions (forward, back, sideways, diagonal). - Develop travelling actions across different pathways (direct, curved, spiraled) - Develop actions performed within personal space and 	<p>Expression & Relationship – who?</p> <p>Solo, duet, trio, quartet, group, props</p> <ul style="list-style-type: none"> - Identify and explore the different relationships in dance. - Begin to use a stimulus (story/music/images/event) to create actions. - Begin to identify ways we can show feelings through dance (facial expressions, speed, body language). - Develop actions to show feelings. - 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). - Identify what was good about a performance. - Identify what could be better about a sequence and suggest ways to improve. 	<p>Rhythm, beat, pulse & Unison through Nigerian Bata Dance</p> <ul style="list-style-type: none"> - Improve moving freely to music and different rhythms. - Improve clapping, marching and jumping to a beat (count of 8). - Improve speeding up and slowing down in response to the beat. - Copy a simple movement pattern with improved success and co-ordination. - Show improved coordination in limbs. - Rehearse the Nigerian Bata Dance with improved success, accuracy and timing. <p>https://www.youtube.com/watch?v=A14I0KxGJiw</p> <ul style="list-style-type: none"> - Show good awareness of others when performing together in unison. - Improve keeping to the beat. - Explain what was good about a performance.

	<p>further from own reach.</p> <ul style="list-style-type: none"> - Develop a sequence of actions using a change of levels, direction, pathways and space. - Apply a start and end position to sequence. - Begin identify what was good about a sequence. - Begin to identify what could be better about a sequence and suggest ways to improve. 		<ul style="list-style-type: none"> - Explain what could be better about a performance and suggest ways to improve. - Apply knowledge of "Space" (levels, direction, pathways) to develop and improve the Bata Dance. -
Y3	<p>Dynamic – how?</p> <ul style="list-style-type: none"> - Apply varying speed to actions (rapid, instant, rushed ...paused, gradual, delayed) - Apply different qualities/energy to actions (strong, 	<p>Canon & Unison</p> <ul style="list-style-type: none"> - Explore performing actions in canon and unison within different relationships (duet, trio, group). - Understand the effect of canon and unison and how we could use this in dance. 	<p>Moving with Control through Flamenco</p> <ul style="list-style-type: none"> - Use a stimulus (music & images) to create related actions. - Begin to improvise to create actions and movement. - Choose a relationship for the sequence.

	<p>rough, jagged, heavy, harsh, light, soft, airy, smooth, gentle)</p> <ul style="list-style-type: none"> - Begin to understand the effect of different speeds and qualities (dynamics) within a dance. - Enhance a simple movement pattern by varying speed and quality/energy (dynamics). - Comment on the impact of changing the speed and quality/energy (dynamics) of actions and when this may be useful. - Identify and explain what was good about a sequence. - Explain what could be better about a sequence and suggest ways to improve. 	<ul style="list-style-type: none"> - Show increased awareness of others when performing together in unison and canon. - Refine performing actions to the beat and in time. 	<ul style="list-style-type: none"> - Show feelings through dance (facial expressions, speed, body language). - Apply knowledge of dynamics to manipulate a sequence. - Use both canon and unison within the dance with increasing confidence. - Purposefully select and use props to enhance the style of dance. (scarf/ribbon/object/item of clothing). - Establish a clear start and end position.
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Y4	None (Swimming)		
Y5	<p>Dance for Fitness through Zumba</p> <ul style="list-style-type: none"> - Choreograph a sequence in unison that reflects the chosen dance style. - Accurately mirror and copy sequence in time with the music. - Use transitions to link sequences smoothly together. - Demonstrate controlled, coordinated movements throughout a dance sequence. - Demonstrate precision when performing dance sequences. 	<p>Performance</p> <ul style="list-style-type: none"> - Understand and explain what makes a good dance performance. - Choreograph a longer sequence which demonstrates use of ASDR (actions, space, dynamics & relationship). - Consider the desired impact on an audience. - Modify parts of a sequence as a result of self and peer evaluation. - Perform with confidence and presence. - Master an effective start and end position. 	<p>Range of Movement Patterns through Charleston, Lindy Hop & Lambeth Walk (WWII Link)</p> <ul style="list-style-type: none"> - Accurately identify and repeat the movement patterns and actions of a chosen dance style. - Enhance traditional movement patterns by changing space, dynamics & relationships. - Use dramatic expression to enhance the performance.
Y6	<p>Canon & Unison through The Haka</p> <ul style="list-style-type: none"> - Master performing actions in canon and unison within different 	<p>Expression</p> <ul style="list-style-type: none"> - Successfully use a stimulus (story/music/images/event) to improvise and develop actions. - Demonstrate imagination and creativity in the movements devised 	<p>Improvisation & Contact (Duet)</p> <ul style="list-style-type: none"> - Confidently move freely and improvise in response to a stimulus. - Explore creating shapes with a partner and reacting to touch.

	<p>relationships (duet, trio, group).</p> <ul style="list-style-type: none"> - Explain the effect of canon and unison and how this impacts the chosen style of dance. - Demonstrate clear awareness of others when performing together in unison and canon. - Master moving in time and to the beat. - Explore the use of breath to stay in time as a group (absence of music). - Enhance and lengthen the basic movement pattern by applying ASDR (actions, space, dynamics & relationship) justifying reasons for the changes. 	<p>in response to stimuli.</p> <ul style="list-style-type: none"> - Effectively apply different dynamics to movement to achieve the desired impact on the audience. - Effectively use dramatic expression to enhance the story telling and performance. - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements and using these to improve the performance. 	<ul style="list-style-type: none"> - React appropriately to a change in music/storyline and consider how this affects the dynamics of the movement and contact. - Explore transferring weight onto each other and how this can flow into movement. - Move fluently and freely.
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