Progression of Skills

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Progression of Dance Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.	Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.	Move in time to the music confidently using varying types of accompaniment.	Move in time to the music demonstrating an awareness of rhythm and phrasing.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with more complex rhythm and phrasing.
	Counts of 8 and 32	N/A	N/A	Start to count out the phrases of 8 counts within the music on the regular beat correctly.	Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.	Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.
Team work, reviewing and understanding benefits	Working with others	Move confidently in a range of ways, safely negotiating space	Work with a partner or small group to copy or create a formation for the movements.	Work with a partner or small group to copy start and end positions.	Work with a partner to create dance sequences including start and end positions and changing formations.	Work with a partner to create dance sequences with good synchronicity.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.
	Formations	Work individually as a solo.	Work individually and with a partner - solo and duet.	Work with a partner or small group to copy or create formations for the movements.	Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.	Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.	Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.	Work co-operatively with a group to achieve good synchronicity throughout the whole performance.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.	Make some suggestions on how to improve my performance and performances of others.	Make suggestions on how to improve my performance and performances of others using correct dance terminology.	Suggest how to improve my performance and performances of others using correct dance terminology.	Suggestions on how to improve my performance and performances of others using correct dance terminology.
	Understand the benefits of participating in Dance	Describe how my body feels before, during and after an activity.	Demonstrate how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warmup and cool-down.	Identify some muscle groups used in Dance.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Explain some important safety principles when preparing for Dance.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

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Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create movements to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.	Combine skills such as travelling and turning, with some complexity and confidence.	Combine skills with more complexity, confidence and precision.	Combine skills to develop flexibility, strength, technique, control and balance.	Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link several movements together to form a sequence. Remember the movement order and perform the sequence.	Create more than one sequence of movements and perform the sequences in a specific order.	Create more than one sequence of movements and perform the sequences in a variety of different orders.
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story.	Create movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.	Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance.
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.	Express an idea in an original way.	Express ideas in original and imaginative ways.	Create and express imaginative ideas in a specific style.	Create and develop imaginative ideas in a specific style including choosing suitable music.
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.

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Enjoying - Participation and Encouragement: Enjoys participating in Dance	Actively participate in dance and enjoy expressing themselves through movement.						
Enjoying - Participation and Encouragement: Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

Footnote: Children develop physically, socially and emotionally at different rates. It is therefore to be expected that while children may progress through the progressions above in that order, individually they may be a little ahead, or a little behind and teaching should be differentiated accordingly.