

<p><b>National Curriculum Statements of Attainment</b></p> <p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>develop fundamental movement skills</li> <li>become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations</li> <li>perform dances using simple movement patterns</li> </ul>	<p><b>Core Assessment Tasks:</b></p> <p><i>Pre Level 1/Level 1</i> – Moving Along, Themes and Dreams  <i>Level 1</i> – Cat Dance, How Does it Feel?  <i>Level 2</i> – Round the Clock, Machines  <i>Level 2/3</i> – Indian Delight</p>
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4-7 yrs	EYFS	Key Stage 1
<b>Compose</b>	<ul style="list-style-type: none"> <li>Spontaneously respond to a variety of stimuli through movement</li> <li>Move with appropriate actions and timing in response to a stimuli</li> <li>Explore and develop control of movement using:  <b>Actions (WHAT)</b> – walk, jump, land, hop, skip, stretch, twist, turn  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – copy teacher/performer, on own and beginning to interact with a partner  <b>Dynamics (HOW)</b> – slowly, quickly, smoothly, jerkily</li> <li>Begin to use own ideas to sequence dance</li> <li>Begin to sequence and remember a short dance</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately to a variety of stimuli through movement</li> <li>Move with appropriate actions and timing in response to a stimuli</li> <li>Develop control of movement using:  <b>Actions (WHAT)</b> – travel, stretch, twist, turn, jump  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  <b>Dynamics (HOW)</b> – slowly, quickly, with appropriate expression</li> <li>Use own ideas to sequence dance</li> <li>Sequence and remember a short dance</li> <li>Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Show interest by observing or participating in dance activities</li> <li>Display high levels of involvement in exploring and performing dance movements</li> <li>Maintain attention and concentration when exploring and performing in dance activities</li> <li>Demonstrate a rhythmical response which shows increasing co-ordination, strength and control</li> <li>Self initiate dance performance</li> <li>Express feelings through movement</li> <li>Copy and repeat dance actions</li> </ul>	<ul style="list-style-type: none"> <li>Move spontaneously showing some control and co-ordination</li> <li>Move with confidence when e.g. walking, hopping, jumping, landing</li> <li>Move with rhythm in the above actions</li> <li>Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning</li> <li>Move in time with music</li> <li>Co-ordinate arm and leg actions e.g. march and clap</li> <li>Interacts with a partner e.g. holding hands, swapping places, meeting and parting</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>Demonstrate an appropriate response to a stimuli</li> <li>Describe simple dance actions using the appropriate vocabulary</li> <li>Express and communicate feelings and preferences in own and others' dance</li> </ul>	<ul style="list-style-type: none"> <li>Use imagination in dance activities</li> <li>Respond in a variety of ways through movement to a range of stimuli</li> <li>Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>Recognise that dance is an enjoyable activity</li> <li>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul>