

## DANCE in LOWER KEY STAGE 2 and UPPER KEY STAGE 2– Development of Skills linked to the Core Assessment Tasks

National Curriculum Statements of Attainment		Core Assessment Tasks:
<b>Pupils should:</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>enjoy communicating and collaborating with each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones</li> </ul>		<b>Level 2</b> – Round the Clock, Machines <b>Level 2/3</b> – Indian Delight <b>Level 3</b> – Masquerade, What's So Funny? <b>Level 4</b> – Making the Grade
7-11 yrs	Lower Key Stage 2	Upper Key Stage 2
<b>Compose</b>	<ul style="list-style-type: none"> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create dance phrases and dances</li> <li>Select appropriate movement material showing an idea/thought/feeling</li> <li>Develop movement using;               <ul style="list-style-type: none"> <li><b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness</li> <li><b>Space (WHERE);</b> formation, direction &amp; levels</li> <li><b>Relationships (WHO);</b> whole group/duo/solo, unison/canon</li> <li><b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)</li> <li><b>Choreographic devices;</b> motif, motif development &amp; repetition</li> </ul> </li> <li>Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end</li> <li>Musicality</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a variety of stimuli</li> <li>Explore and experiment with movement ideas and possibilities</li> <li>Create longer and challenging dance phrases and dances</li> <li>Select appropriate movement material to express ideas/thoughts/feelings</li> <li>Develop movement using;               <ul style="list-style-type: none"> <li><b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness</li> <li><b>Space (WHERE);</b> formation, direction, level &amp; pathways</li> <li><b>Relationships (WHO);</b> solo/duo/trio, unison/canon/contrast</li> <li><b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)</li> <li><b>Choreographic devices;</b> motif, motif development, repetition, retrograde (performing motifs in reverse)</li> </ul> </li> <li>Musicality</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing confidence</li> <li>Show co-ordination, control and strength (Technical Skills)</li> <li>Show focus, projection and musicality (Expressive Skills)</li> <li>Demonstrate different dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate dynamic qualities – speed, energy &amp; continuity</li> <li>Demonstrate use of space – levels, directions, pathways &amp; body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> <li>Copy, repeat and remember movement, developing movement memory</li> </ul>	<ul style="list-style-type: none"> <li>Perform their dance to an audience showing confidence and clarity of actions</li> <li>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>Demonstrate a wide range of dance actions – travel, turn, gesture, jump, &amp; stillness</li> <li>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>Demonstrate use of space – levels, directions, pathways, size &amp; body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact</li> <li>Copy, repeat and remember complex movement, developing movement memory</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>Show an awareness of different dance styles and traditions</li> <li>Understand and use simple dance vocabulary</li> <li>Understand why safety is important in the studio</li> <li>Compare and comment on their own and others work</li> <li>Identify strengths and areas for improvement using simple dance vocabulary</li> <li>Evaluate experiences and outcomes and set goals for their own development</li> <li>Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>Understand and use dance vocabulary</li> <li>Understand why safety is important in the studio</li> <li>Compare and comment on their own and others work</li> <li>Identify strengths and areas for improvement using dance vocabulary</li> <li>Evaluate experiences and outcomes and set goals for their own development</li> <li>Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</li> <li>Take on board feedback and deal positively with praise and criticism</li> </ul>



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