

SDFS Dance/ NC 2014/ July 2022/ C D

EYFS-Explore different ways of moving- Using large and small movements, Jumpstart Johnny

Year 1	Year 2
<p>Can they explore and perform basic body actions? Do they use different parts of the body singly and in combination? Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? Move to year 2 Do they choose appropriate movements for different dance ideas? Can they remember and repeat short dance sequence of 4 steps? Can they create their own sequence of 4 steps with a partner? Do they move with control? Do they vary the way they use space? Do they describe how their lungs and heart work when dancing? Do they describe basic body actions and simple expressive and dynamic qualities of movement? <u>Exceeding</u> Can they perform more complicated combinations of movement fluently and with control? Can they perform clearly and expressively? Do they show an awareness of phrasing and music? Can they choose movements that show a clear understanding of the dance idea? Can they say why their heart beats faster and their temperature rises when dancing? Do they talk about dance using a range of descriptive language?</p>	<p>Can they perform body actions with control and co-ordination? Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? Can they link actions? Can they remember and repeat dance phrases? Can they perform short dances, showing an understanding of expressive qualities? Can they describe the mood, feelings and expressive qualities of dance? Do they know how dancing affects their body? Do they know why it is important to be active? Can they suggest ways they could improve their work? Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? <u>Exceeding</u> Can they create, improve and perform more complex dance phrases? Do they perform short dances, linking actions fluently and with control? Can they use dynamic and expressive qualities clearly in their dance? Can they use some simple dance vocabulary to describe and interpret dance? Do they know how particular activities can help them to be healthy?</p>
Year 3	Year 4
<p>Do they improvise freely, translating ideas from a stimulus into movement? Can they create dance phrases that communicate ideas? Do they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? Do they use dynamic, rhythmic and expressive qualities clearly and with control? Do they understand the importance of warming-up and cooling-down? Do they recognise and talk about the movements used and the expressive qualities of dance? Can they suggest improvements to their own and other people's dances? <u>Exceeding</u> Do they use a wide range of movements when improvising? Can they choose appropriate movements to express the idea, mood and feeling of a dance? Can they take the lead when creating dances with a partner or in a group? Do they show a greater understanding of how to compose dance phrases? Can they show greater fluency and control in their movements? Do they interpret rhythm well, using a range of musical accompaniments? Do they interpret and express their thoughts clearly when talking about dance? Can they make appropriate suggestions about how work could be improved?</p>	<p>Can they respond imaginatively to a range of stimuli related to character and narrative? Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? Can they refine, repeat and remember dance phrases and dances? Can they perform dances clearly and fluently? Can they show sensitivity to the dance idea and the accompaniment? Do they show a clear understanding of how to warm-up and cool-down safely? Do they describe, interpret and evaluate dance, using appropriate language? <u>Exceeding</u> Can they structure and vary longer dances? Do they develop movement ideas for others? Do they show a good sense of rhythm and style when performing? Can they remember and perform a range of warm-up and cool-down activities? Can they give reasons why physical activity is good for health? Do they use a range of dance vocabulary to describe, interpret and evaluate dance?</p>