



# Year 1 and 2 - Dance Statutory Requirements

## St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore basic movement patterns and be encouraged to respond imaginatively to a range of stimuli relating to modern dance or Rock n Roll. As dancers, all pupils will have the opportunity to describe and interpret their own and others dances taking into account the stimuli, theme or style.

## National Curriculum Aims

### Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on basic modern dance and rock n roll dance.
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance.
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

## Statutory Programmes of Study

### KS1 children should be taught:

<p><b>Movement vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Can follow a warm up and cool down with music.</li> <li>-Participates in movement from different genres. E.g. Modern dance and Rock n Roll.</li> <li>-Demonstrates a small phrase of movements on their own and with a partner.</li> <li>-Explore types of balances and turns and engages in different ways of travelling.</li> </ul>	<p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>-Uses the stimulus provided to create different positions.</li> <li>-Can work imaginatively on their own or with a partner to choreograph simple dances.</li> <li>-Be able to create short movement phrases in response to a stimuli relating to contemporary or Greek dancing.</li> </ul>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>-Performs routine in pairs to the rest of the class.</li> <li>-Shows a development in confidence when performing their final piece.</li> <li>-Aware of where the audience is and where they need to project their routine to.</li> </ul>	<p><b>Watching:</b></p> <ul style="list-style-type: none"> <li>-Recognise and comment on dances with some relation to the theme of the dance</li> <li>-Identify some movements and pathways on their own and others work.</li> <li>-Express what other groups have done well and offer ways they could improve.</li> </ul>
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Aspect	Year Group Essential Skills	
	Year 1	Year 2
<b>Action</b>	Perform basic body actions along with the music e.g jump, stretch, balance, turn, travel.	Use different parts of the body in isolation and combination.
<b>Space</b>	Can move in different directions. E.g. forwards, backwards, side to side.	Can move in different directions with control, including moving diagonal.
<b>Dynamics</b>	Begin to show some expression in relation to the theme and music.	Show some sense of dynamic and expressive qualities in their own dance as well as the main motifs.
<b>Relationships</b>	Can work individually or with a partner to explore the space and different dance movements.	Attempt to work as part of a group to perform a dance.
<b>Choreography</b>	Use different parts of the body and combine arm and leg actions, some that involve travelling.	Explore basic choreography including levels, speed changes and canon.
<b>Performance</b>	Remember and repeat simple movement patterns.	Perform Rock n Roll routine with some control, balance and co-ordination.
<b>Stimuli</b>	Recognises that dances can have themes and stories.	Select movements that show a clear understanding of the theme idea/style of the dance.
<b>Music</b>	Can dance in time to the music most of the time and can recognise changes in tempo.	To demonstrate rock n roll movements in time with the music attempting to use counts.
<b>Genre</b>	With help, compose a basic movement phrase.	Describe key characteristics of the rock n roll style and be able to demonstrate them.
<b>Express views</b>	Offer opinions on others dances and can recognises changes in the body when doing exercise.	Can contribute ideas to other group performances as well as their own.



# Year 3 and 4 - Dance Statutory Requirements

## St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore movement patterns and be encouraged to respond creatively to a range of stimuli relating to either traditional dance (in relation to theme topic) and contemporary dance. As dancers, all pupils will have the opportunity to describe and interpret their own and others dances taking into account the stimuli, theme or style.

## National Curriculum Aims

### Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on traditional dancing (to relate to theme topic) and contemporary dance.
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance.
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

## Statutory Programmes of Study

### KS2 children should be taught to:

<p><b>Movement vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Identify the importance of warming up/cooling down and can demonstrate this effectively.</li> <li>-Can describe different genres of dance with a specific focus on contemporary dance and the Greek dancing (Greek dancing can link to the Y3 themed topic 'Gods and Mortals').</li> <li>-Demonstrates a variety of movements as a solo, in a duet and in small groups. Identifying canon, mirroring and formations.</li> <li>-Explore types of jumps, balances and turns and engages in different ways of travelling.</li> </ul>	<p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>-Uses space, action and relationships to improve their dance.</li> <li>-Can work creatively and imaginatively on their own, with a partner or in a group to choreograph simple dances.</li> <li>-Be able to create short movement phrases in response to a stimuli relating to contemporary or Greek dancing.</li> </ul>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>-Performs movements from different genres of dance.</li> <li>-Shows a development in confidence and dynamics when performing their final piece.</li> <li>-Uses expression when performing.</li> <li>-Aware of where the audience is and where they need to project their routine to.</li> </ul>	<p><b>Watching:</b></p> <ul style="list-style-type: none"> <li>-Recognise and comment on dances with some relation to the stimuli/genre.</li> <li>-Identify some choreographic terms e.g. mirroring, canon, changes in formations.</li> <li>-Able to offer feedback on their own work and others work.</li> </ul>
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Aspect	Year Group Essential Skills	
	Year 3	Year 4
<b>Action</b>	Demonstrate types of jumps, gestures, travelling and turns.	Demonstrate types of jumps, gestures, travelling and turns using different arm positions with co-ordination.
<b>Space</b>	Explores changes in levels and formations throughout the space.	Explores travelling in different pathways and step patterns, can confidently change level and formation.
<b>Dynamics</b>	Attempts to perform with changes in dynamics in response to the dance theme/idea.	Can confidently perform dynamic changes in performance and explain the reasons why.
<b>Relationships</b>	Share and create short dance phrases with a partner and in small groups.	Shows awareness of being in time with partner or small group.
<b>Choreography</b>	Creates 3 dance phrases that communicate the theme/idea.	Refine, repeat and remember short dance phrases relating to the theme/genre.
<b>Performance</b>	Performs movements with increased control, expressing moods and feelings.	Perform with increasing musicality with control and confidence.
<b>Stimuli</b>	Interpret different stimuli within the topic (hand symbols, pictures of Indian Gods) with imagination and flair.	Uses pictures, emotions and the music as stimuli to express the contemporary style.
<b>Music</b>	Can sometimes use counts to keep in time with a group and the music.	Can use counts to keep in time with the music, uses the changes in tempo to improve their dance performance skills.
<b>Genre</b>	Identify the characteristics of Bollywood dance and how it differs to other genres.	Identify the key characteristics of contemporary dance and demonstrate them throughout the lesson.
<b>Express views</b>	Describe using appropriate language features of dances performed by others.	Describes their interpretation of other pupils dances and be able to express what they enjoyed.



# Year 5 and 6 - Dance Statutory Requirements

## St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore a series of movement and be encouraged to respond imaginatively to a range of stimuli relating to either Bollywood or the Lindyhop. As dancers, all pupils will have the opportunity to describe, interpret and evaluate their own and others dances taking into account the stimuli, theme or style.

## National Curriculum Aims

### Our children will:

- Develop movement ability and vocabulary in different genres of dance with a specific focus on Bollywood and the Lindyhop (Lindyhop to link with Y6 learning of WW1/2).
- To create and perform dance phrases and short dances either as solo, duet or in group that reflect the chosen stimuli/genre of dance.
- Demonstrates a variety of action, space, dynamics and relationships and how they can be adapted to improve their dance.
- Expresses views of their own and others dances, showing an understanding of movement, choreography intent and performance.

## Statutory Programmes of Study

### KS2 children should be taught:

#### Movement vocabulary:

- Can organise their own warm up and cool down activities, showing an in-depth understanding of the importance of warm up/cool down and how to do it safely.
- Can show different genres of dance clearly and fluently with a specific focus on Bollywood dance and the Lindyhop (Lindyhop to link with Y6 learning of WW1/2).
- Be able to show a variety of movements in canon, unison and retrograde with a partner or a small group.
- Explore types of jumps, gestures, technique, travelling, balances and turns.

#### Creating:

- Can adapt and refine action, space, dynamics and relationships to improve their dance.
- Can work creatively and imaginatively on their own, with a partner or in a group to choreograph motifs and structure simple dances.
- Be able to choreograph in response to a stimuli relating to Bollywood Dance or the Lindyhop.

#### Performing:

- Can perform different genres of dance clearly and fluently.
- Shows a development in confidence and control when performing their final piece.
- Can lead a partner/small group through a short warm-up routine.

#### Watching:

- Recognise and comment on dances, showing an understanding of the style/stimuli.
- Describe, analyse, interpret and evaluate dances, showing an understanding of choreographic terms.
- Able to offer feedback on their own work and others work using an appropriate criteria.

Aspect	Year Group Essential Skills	
	Year 5	Year 6
<b>Action</b>	Demonstrate types of jumps, gestures, travelling (different pathways) and turns using different levels.	Demonstrate types of jumps, gestures, balances, travelling and turns using different levels with fluidity and control.
<b>Space</b>	Create and use compositional ideas such as pathways, formations and step patterns relating to Bollywood dance.	With a partner can demonstrate under/over and mirroring to reflect the Lindyhop style.
<b>Dynamics</b>	Identify the key dynamics of Bollywood dance and be able to demonstrate them during the performance.	Describe the key dynamics of the Lindyhop and be able to show them during the performance.
<b>Relationships</b>	Working creatively in pairs or groups to create simple dances relating to the stimuli.	Shows confidence when working in pairs/groups during lifts, jumps and contact work.
<b>Choreography</b>	Refine and improve dances adapting them to include use of space, rhythm and expression.	Refine and improve on dances and be able to identify their motifs and motif development in relation to the stimuli.
<b>Performance</b>	Perform the routine with confidence and the correct style.	Perform the routine with confidence, control and demonstrating the characteristics of the Lindyhop style.
<b>Stimuli</b>	Uses stimuli including the Greek alphabet, Greek Gods and the Olympics to create dance phrases.	Interpret different stimuli within the topic with imagination and flair and be able to link ideas to why the Lindyhop was formed during WW1/Ww2.
<b>Music</b>	Perform with musicality, using the upbeat tempo of the music to enhance dynamics and performance.	Recognises the tempo changes in the music and uses this to show musicality and formation changes during their performance.
<b>Genre</b>	Identify the key characteristics of Greek movement and demonstrate them in a performance.	Describe the characteristics of the Lindyhop and explain the craze during the 1940's.
<b>Express views</b>	Recognise and comment on dances suggesting ways to improve (their own and others).	Describe, analyse, interpret and evaluate dances, showing an understanding of choreographic terms.



# Year 1-6 Dance Statutory Requirements

## St Christopher Dance Intent

As dancers, pupils have opportunities to develop their knowledge of action, space, dynamics and relationships. They will explore a series of movement and be encouraged to respond imaginatively to a range of stimuli. As dancers, all pupils will have the opportunity to express their views on their own and others dances taking into account the stimuli, theme or style.

## Statutory Programmes of Study

### KS1 children should be taught about:

<b>Movement vocabulary:</b> -Can follow a warm up and cool down correctly. -Participates in movement from different genres. E.g. Modern dance and Rock n Roll dance. -Demonstrates a small variety of movements on their own and with a partner. -Explore types of balances and turns and engages in different ways of travelling.	<b>Creating:</b> -Uses the stimulus provided to create different positions. -Can work imaginatively on their own or with a partner to choreograph simple dances. -Be able to create short movement phrases in response to a stimuli relating to contemporary or Greek dancing.	<b>Performing:</b> -Performs routine in pairs to the rest of the class. -Shows a development in confidence when performing their final piece. -Aware of where the audience is and where they need to project their routine to.	<b>Watching:</b> -Recognise and comment on dances with some relation to the theme of the dance -Identify some movements and pathways in their own and others work. -Express what other groups have done well and offer ways they could improve.
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### KS2 children should be taught about:

<b>Movement vocabulary:</b> -Can organise their own warm up and cool down activities, showing an in-depth understanding of the importance of warm up/cool down and how to do it safely. -Can show different genres of dance clearly and fluently with a specific focus on Bollywood, Lindyhop, Greek and contemporary. -Be able to show a variety of movements in canon, unison and retrograde with a partner or a small group. -Explore types of jumps, gestures, technique, travelling, balances and turns.	<b>Creating:</b> -Can adapt and refine action, space, dynamics and relationships to improve their dance. -Can work creatively and imaginatively on their own, with a partner or in a group to choreograph motifs and structure simple dances. -Be able to choreograph in response to a stimuli relating to their year groups specific genre.	<b>Performing:</b> -Can perform different styles of dance clearly and fluently. -Shows a development in confidence and control when performing their final piece. -Can lead a partner/small group through a short warm-up routine.	<b>Watching:</b> -Recognise and comment on dances, showing an understanding of the style/stimuli. -Describe, analyse, interpret and evaluate dances, showing an understanding of choreographic terms. -Able to offer feedback on their own work and others work using an appropriate criteria.
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Aspect	Year Group Essential Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Action</b>	Perform basic body actions along with the music e.g jump, stretch, balance, turn, travel.	Use different parts of the body in isolation and combination.	Demonstrate types of jumps, gestures, travelling and turns.	Demonstrate types of jumps, gestures, travelling and turns using different arm positions with co-ordination.	Demonstrate types of jumps, gestures, travelling and turns using different levels.	Demonstrate types of jumps, gestures, balances, travelling and turns using different levels with fluidity and control.
<b>Space</b>	Can move in different directions. E.g. forwards, backwards, side to side.	Can move in different directions with control, including moving diagonal.	Explores changes in levels and formations throughout the space.	Explores travelling in different pathways and step patterns, can confidently change level and formation.	Create and use compositional ideas such as pathways, formations and step patterns relating to Bollywood dance.	With a partner can demonstrate under/over and mirroring to reflect the Lindyhop style.
<b>Dynamics</b>	Begin to show some expression in relation to the theme and music.	Show some sense of dynamic and expressive qualities in their own dance as well as the main motifs.	Attempts to perform with changes in dynamics in response to the dance theme/idea.	Can confidently perform dynamic changes in performance and explain the reasons why.	Identify the key dynamics of Bollywood dance and be able to demonstrate them during the performance.	Describe the key dynamics of the Lindyhop and be able to show them during the performance.
<b>Relationships</b>	Can work individually or with a partner to explore the space and different dance movements.	Attempt to work as part of a group to perform a dance.	Share and create short dance phrases with a partner and in small groups.	Shows awareness of being in time with partner or small group.	Working creatively in pairs or groups to create simple dances relating to the stimuli.	Shows confidence when working in pairs/groups during lifts, jumps and contact work.
<b>Choreography</b>	Use different parts of the body and combine arm and leg actions, some that involve travelling.	Explore basic choreography including levels, speed changes and canon.	Creates 3 dance phrases that communicate the theme/idea.	Refine, repeat and remember short dance phrases relating to the theme/genre.	Refine and improve dances adapting them to include use of space, rhythm and expression.	Refine and improve on dances and be able to identify their motifs and motif development in relation to the stimuli.

<b>Performance</b>	Remember and repeat simple movement patterns.	Perform rock n roll routine with some control, balance and co-ordination.	Performs movements with increased control, expressing moods and feelings.	Perform with increasing musicality with control and confidence.	Perform the routine with confidence and the correct style.	Perform the routine with confidence, control and demonstrating the characteristics of the Lindyhop style.
<b>Stimuli</b>	Recognises that dances can have themes and stories.	Select movements that show a clear understanding of the theme idea/style of the dance.	Uses stimuli including the Greek alphabet, Greek Gods and the Olympics to create dance phrases.	Uses pictures, emotions and the music as stimuli to express the contemporary style.	Interpret different stimuli within the topic with imagination and flair.	Interpret different stimuli within the topic with imagination and flair and be able to link ideas to why the Lindyhop was formed during WW1/Ww2.
<b>Music</b>	Can dance in time to the music most of the time and can recognise changes in tempo.	To demonstrate rock n roll movements in time with the music attempting to use counts.	Can sometimes use counts to keep in time with a group and the music.	Can use counts to keep in time with the music, uses the changes in tempo to improve their dance performance skills.	Perform with musicality, using the upbeat tempo of the music to enhance dynamics and performance.	Recognises the tempo changes in the music and uses this to show musicality and formation changes during their performance.
<b>Genre</b>	With help, compose a basic movement phrase.	Describe key characteristics of the Rock n Roll style and be able to demonstrate them.	Identify the key characteristics of Greek movement and demonstrate them in a performance.	Identify the key characteristics of contemporary dance and demonstrate them throughout the lesson.	Identify the characteristics of Bollywood dance and how it differs to other genres.	Describe the characteristics of the Lindyhop and explain the craze during the 1940's.
<b>Express views</b>	Offer opinions on others dances and can recognises changes in the body when doing exercise.	Can contribute ideas to other group performances as well as their own.	Describe using appropriate language features of dances performed by others.	Describes their interpretation of other pupils dances and be able to express what they enjoyed.	Recognise and comment on dances suggesting ways to improve (their own and others).	Describe, analyse, interpret and evaluate dances, showing an understanding of choreographic terms.

**St Christopher Dance Curriculum**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Basic modern dance	Rock n Roll (Disco)	Greek (Hercules)	Contemporary dance	Bollywood	Lindyhop