

YR 1	Dance	Gymnastics
	<p><b>Copy and repeat simple skills.</b> Follow the leader – jumps, hops, skips.</p> <p>Respond to different stimuli with a range of actions.</p> <p>Copy and explore basic body actions demonstrated by the teacher.</p> <p>Copy simple movement patterns from each other and explore the movement.</p> <p><b>Pupils link simple actions and skills.</b> Compose and link movement phrases to make simple dances.</p> <p>Practise and repeat their movement phrases and perform them in a controlled way.</p>	<p>Copy and repeat simple skills.</p> <p>Perform basic gymnastic actions like traveling, rolling and jumping.</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus.</p> <p>Pupils link simple actions and skills.</p> <p>Make up simple movement phrases in response to simple tasks.</p> <p>Link &amp; repeat basic gymnastic actions perform movement phrases with control and accuracy.</p>
YR 2	<p><b>Copy, remember and repeat simple skills with control and co-ordination</b> Can link several movements together with control and co-ordination.</p> <p>Talk about different stimuli as the starting point for creating dance phrases and short dances.</p> <p>Explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.</p> <p><b>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.</b> Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings.</p> <p>Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.</p>	<p>Copy, remember and repeat simple skills with control and co-ordination.</p> <p>Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions.</p> <p>Move smoothly from a position of stillness to a travelling movement.</p> <p>Move smoothly and in a controlled way from one position of stillness to another.</p> <p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.</p> <p>Choose, use and vary simple compositional ideas to create and perform a sequence.</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.</p> <p>Adapt the sequence to include apparatus or a partner use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.</p>

YR 3	<p>Select and use skills and ideas with co-ordination and control</p> <p>Improvise freely with a partner translating ideas from stimuli to movement.</p> <p>Show an imaginative response to different stimuli through their use of language and choice of movement.</p> <p>Incorporate different qualities and dynamics into their movements.</p> <p>Explore and develop new actions while working with a partner or a small group.</p> <p>Pupils show that they understand tactics and composition by starting to vary how they respond.</p> <p>Apply basic compositional ideas to create dance which convey feelings and emotions.</p> <p>Link actions to make dance phrases, working with a partner and in a small group.</p> <p>Perform short dances with expression, showing an awareness of others when moving.</p> <p>Describe what makes a good dance phrase.</p>	<p>Perform a competent forward roll, rug roll, shoulder roll.</p> <p>Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p>Practice an action or short sequence of movements, and improve the quality of the actions and transitions.</p> <p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner.</p> <p>Pupils show that they understand tactics and composition by starting to vary how they respond.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>Adapt a sequence to include different levels, speeds or directions.</p> <p>Work well on their own and contribute to pair sequences</p>
YR 4	<p>Select, use and perform with co-ordination and fluency</p> <p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy.</p> <p>Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases.</p> <p>Use a range of actions and begin to combine movement phrases and patterns.</p> <p>Begin to respond within a small group of partnership, to speed and level.</p> <p>Pupils can link movement phrases together with increased precision.</p> <p>Begin to design their own movement phrases that respond to the stimuli or emotion.</p> <p>Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group.</p> <p>Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>	<p>Select, use and perform with co-ordination and fluency</p> <p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy.</p> <p>Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases.</p> <p>Use a range of actions and begin to combine movement phrases and patterns.</p> <p>Begin to respond within a small group of partnership, to speed and level.</p> <p>Pupils can link movement phrases together with increased precision.</p> <p>Begin to design their own movement phrases that respond to the stimuli or emotion.</p> <p>Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group.</p> <p>Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>

YR 5	<p>Performance shows precision, control and fluency. Respond to a variety of stimuli showing a range of actions performed with control and fluency. Think about character and narrative ideas created by the stimulus, and respond through movement.</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.</p> <p>Pupils link skills, techniques and ideas accurately and appropriately. Create and perform dances using a range of movement patterns in response to a range of stimuli. Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. Remember, practice and combine longer, more complex dance phrases.</p>	<p>Performance shows precision, control and fluency. Perform a range of rolls including backwards roll consistently. Perform a range of actions and agilities with consistency, fluency and clarity of movement. Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. Pupils link skills, techniques and ideas accurately and appropriately. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. Sequences with changes of speed, level and direction, and clarity of shape. Gradually increase the length of sequences. Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>
Year 6	<p>Consistent performance showing precision, control and fluency. Perform a variety of dance styles with accuracy and consistency. Explore, improvise and choose appropriate material to create new motifs in a chosen dance style. Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. Extend compositional skills incorporating a wider range of dance styles and forms. Compose, develop and adapt motifs to make dance phrases and use these in longer dances. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.</p>	<p>Consistent performance showing precision, control and fluency Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy. perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group.</p>

Year 7		
	<p>Consistent performance with accuracy and fluency.  Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy.  Choose specific material to create a dance phrase in response to the music or topic.  Respond with creativity, to a range of stimuli using a range of patterns, movement phrases and precise sequences.</p> <p>Select the most appropriate skill or movement phrase to allow precision and accuracy.  Develop and perform a wide range of dance styles and adapt different dance phrases in response to their own evaluations of how to improve.</p> <p>Select from a range of compositional ideas, the most appropriate for the motif or piece of music chosen.</p>	<p>Consistent performance with accuracy and fluency.  Perform a range of rolls with entrance, exits and poise during execution.  Perform actions and agilities that show creativity, fluency and accuracy between movement phrases.  Perform actions , shapes and balances by themselves and within groups that show good control, tension and extension.  Select the most appropriate skill or movement phrase to allow precision and accuracy.  Plan, perform and evaluate their sequences with control, fluency and accuracy ensuring their include variety of dynamics such as speed and direction.  Repeat and improve a lengthy sequence with differing elements ensuring that they use extension, tension and secure body management.  Change direction, shape and level as appropriate.  Adapt a range of sequences to include larger groups.</p>