



Gymnastics Key Skills Year 1		
Body Awareness	Creating	Exploring
<ul style="list-style-type: none"> • Start to recognise how body feels when stationary and exercising • Discuss how body feels when stationary (still) • Begin to discuss how body feels during exercise • Identify ways to stay safe when exercising Develop an understanding that exercise is good for them • Develop an enjoyment through exercise 	<ul style="list-style-type: none"> • Use simple dance actions to create simple sequence of dance (twists, arm swings, jumps, rolls, bends, curls, jumps, arm swings, shoulder rolls etc) • Link dance actions or movements together to create a simple dance phrase 	<ul style="list-style-type: none"> • Copy and repeat simple dance actions taught • Explore how to use linked dance actions to show the start, middle and end. • Begin to develop balance, agility and co-ordination when taking part in a range of learning opportunities (warm up, creating new movement, learning dance actions, cooling down)
Expressing (Performance)	Evaluating	Improving
<ul style="list-style-type: none"> • Develop ability to perform dances as a group using simple skills learnt • Develop an understanding of how to perform dance actions with co-ordination, developing an understanding of what is happening in body. 	<ul style="list-style-type: none"> • Identify dance actions in peers performances • Describe dance actions noticed in peers performances 	<ul style="list-style-type: none"> • Discuss dance actions viewed in performance, explaining how chd can make changes to their movement or co-ordination.



Dance Key Skills Year 2		
Body Awareness	Creating	Exploring
<ul style="list-style-type: none"> • Explain the importance of warming up and cooling down before and after exercise • Understand and explain the importance of cooling down after exercise • Recognise the importance of exercising safely during any activity • Explain ways to exercise safely • Describe how body is feeling during different physical activities and after exercise. • Begin to understand how to be aware of personal and general space • Be aware of what the body is doing in the space 	<ul style="list-style-type: none"> • Use simple dance movements to create sequences (simple dance phrase) • Composing a short sequence using a range of dance actions either taught or created from prior knowledge • Creating short dances to portray moods, feelings and ideas <p>Action Words (What)</p> <p>Jumping Skipping Leaning Twirling Falling Reaching Rising Lifting Turning Twisting Leaping Hopping Balancing</p>	<ul style="list-style-type: none"> • Explore how to link a series of movements working alone or with a partner • Develop the confidence to remember and repeat different dance actions explored in the space • Recognise the importance of exploring dance actions within the space, thinking about how to control the range of movement/way they move • Continue to explore the development of balance and co-ordination throughout learning opportunities
Expressing (Performance)	Evaluating	Improving
<ul style="list-style-type: none"> • perform dance phrases taught with an increasing confidence • perform short dances that show moods, feelings and ideas and vary simple compositional ideas 	<ul style="list-style-type: none"> • identify and describe dance actions noticed in dance performances • discuss dance actions used for own performance 	<ul style="list-style-type: none"> • suggest ways to improve movement watched in dance performance • improve dance phrase created using feedback given when listening to others



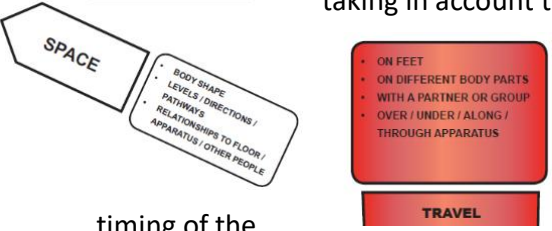
	<ul style="list-style-type: none"> • discuss the differences between own and others performances after watching 	<ul style="list-style-type: none"> • use movement noticed from peers performances to improve dance phrases created
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Dance Key Skills Year 3		
Body Awareness	Creating	Exploring
<ul style="list-style-type: none"> • Explain why physical activity is important and good for a healthy body and mind • Recognise the effects of exercise on the body and mind throughout the lesson • Describe the effects of exercise • explain the importance of cooling down after exercise • Understand the importance of safe exercise and demonstrate how to be safe whilst exercising • Demonstrate a variety of ways how to be spatially aware (general and personal space) when taking part in physical exercise • Recognise the importance of suppleness (being mobile and flexible) 	<ul style="list-style-type: none"> • Create dance phrase using varied actions that link • Create dance phrase using actions taught or improvised when prompted to using action vocabulary (e.g. leaping, rising, turning, curl, arch, crawl, hop) <p><u>Action Words</u> (What)</p> <p>Jumping Skipping Leaning Twirling Falling Reaching Rising Lifting Turning Twisting Leaping Hopping Balancing</p> <p><u>Movement Concepts</u> - Locomotor: walk, run, leap, hop, jump, gallop, slide, crawl, roll, creep, slither - Nonlocomotor: bend, twist, stretch, reach, swing, push, pull, fall, roll, sway, turn, spin, dodge, kick, poke, carve, curl, lunge, slash, dab, punch, flick, float, glide, press, shake, rise, shrink, burst, wiggle, explode</p>	<ul style="list-style-type: none"> • Explore different ways to link movement together working alone or with a partner • Link dance movement (refer to actions) through exploration and develop an awareness of how to move with rhythm using music to support this • Begin to experiment with dynamics (how to move) when linking dance movements, considering how movement should be performed and why <p><u>Dynamic</u> (How)</p> <p>Fast Slow Sudden Lightly Steadily Creeping Stopping Jolting Curved Arched Smoothly Bluntly Harshly</p> <p><u>EFFORT ASPECT</u> (How Body Performs the Movement)</p> <p>Time Fast-accelerating-sudden Slow-decelerating-sustained</p> <p>Weight Firm-strong Fine touch-light</p> <p>Space Direct-straight Flexible-indirect</p> <p>Flow Bound-stoppable Free-ongoing</p>
Expressing (Performance)	Evaluating	Improving



<ul style="list-style-type: none">• Perform dance phrases taught• Perform dance phrases created through Exploration with a developing awareness of space and increasing confidence• Perform in a group or individually with others in the space• Perform dances with an awareness of rhythmic, dynamic and expressive qualities	<ul style="list-style-type: none">• Recognise areas within performance proud of• Describe ways performance could be improved• Give a variety of ways where performance could be improved	<ul style="list-style-type: none">• Develop an understanding of how to improve the flow and ease of movement through actions performed, thinking about rhythm and pace• Reflect on group or solo performance and suggest ways it could be improved• Demonstrate improvements after individual reflection or feedback given• Use own learning and peers suggestions to improve work
Dance Key Skills Year 4		
Body Awareness	Creating	Exploring



<ul style="list-style-type: none"> • Describe how the body reacts during different types of physical activity • Understand how the body reacts during physical activity and how this will affect performance • Explain why physical activity is important for a healthy body and mind • Identify various ways to warm up and cool down during physical activity • Demonstrate how to be spatially aware while participating in exercise • Develop an understanding of learning opportunities which develop speed, strength and stamina • Develop an understanding of why speed, strength and stamina is important 	<ul style="list-style-type: none"> • Compose dance phrases using skills, techniques and dance actions taught independently, in groups or during paired work • Link dance actions confidently and cohesively • Create dances that use simple choreographic principles e.g. <ul style="list-style-type: none"> ➤ Unison- performing together ➤ Repetition- repeating the dance movement for emphasis ➤ Canon- two or more dancers performing movement/ phrases one after the other ➤ rhythmic design- considering the timing of the dance • Use choreographic devices (listed above) to portray characters and narratives 	<ul style="list-style-type: none"> • link dance actions and techniques taught cohesively • use a range of shapes and actions with the body to create sequences • explore different levels, speeds and ways of travelling through the space when creating movement • explore rhythmic patterns when creating and linking dance actions, taking in account the timing of the dance 
<p style="text-align: center;">Expressing (Performance)</p>	<p style="text-align: center;">Evaluating</p>	<p style="text-align: center;">Improving</p>
<ul style="list-style-type: none"> • Perform cohesive dance phrases choreographed or taught • Perform more complex dances that is beginning to incorporate simple choreographic principles • Perform dances that portray clear characters and narratives using simple choreographic principles 	<ul style="list-style-type: none"> • Continue to notice and comment on areas proud of • Explain how choreographed work is similar and different to others • Make simple judgements about the quality (cohesiveness) of performance and peers performance 	<ul style="list-style-type: none"> • Explain ways where performances could be improved (individual, duet or group) • Compare other works and use this to improve performance elements or choreographic elements within dance phrase • Improve the fluidity (cohesiveness and quality) of the performance



		<ul style="list-style-type: none"> • Demonstrate improvements after individual reflection or feedback given
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Dance Key Skills Year 5		
Body Awareness	Creating	Exploring
<ul style="list-style-type: none"> • Describe what effect exercise can have on mind and body • Explain the valuable importance of exercise • Recognise the importance exercise can have on my fitness and health (physical and mental) • Explain and apply basic safety principles when preparing for exercise • Describe how safe activity is essential for fitness, health and wellbeing • Develop a concrete understanding of the basic principles of warming up, explaining the benefits to a good quality performance in all areas of PE 	<ul style="list-style-type: none"> • Begin to choreograph dances of different dance styles <ul style="list-style-type: none"> - Hip Hop/Street Dance - Contemporary (expressive, improvising) - Lindy hop/Jive - World dance • Compose dances by adapting and developing dance actions learnt, recalled from prior knowledge of composed independently • Develop competence in using choreographic devices <ul style="list-style-type: none"> - Unison performing together - Repetition- repeating dance movement - Adaptation- changing level, space, shape • compose dances by introducing different formations and patterns of movement incorporated in different dance styles <ul style="list-style-type: none"> - canon- movement phrases performed one after the other 	<ul style="list-style-type: none"> • Explore different dance styles taught to develop an understanding of dance history • Explore how dance has evolved throughout time through varied actions, stylistic patterns and formations taught • explore rhythmic patterns when choreographing dance actions, • explore and adapt to the timing and rhythm of the dance based on the style and stylistic features <p>e.g. contemporary range of dynamics (fluid, juxtaposed body parts) hip hop- energetic, fluid, blunt, jagged</p>



	- pathways created within the space, direction moving in	
Expressing (Performance)	Evaluating	Improving
<ul style="list-style-type: none"> • Perform linked dance actions accurately within the space • Perform in Unison, keeping the timing as a group and being aware of each other's general space and personal space 	<ul style="list-style-type: none"> • Compare and comment on skills, techniques and ideas used in individual or peers work • Use information from a range of sources to evaluate own or others work e.g. videos/assessing against criteria/feedback • compare performances with prior performance 	<ul style="list-style-type: none"> • Use evaluations on individual or peers work to improve my performance • Use prior reflections on performances to improve choreographic devices or areas that need to be developed

Dance Key Skills Year 6		
Body Awareness	Creating	Exploring



<ul style="list-style-type: none"> • Explain how the mind and body react during different types of exercise • To identify a variety of ways to warm up and cool down the body based on the type of activity • Explain the valuable importance of exercise can have on fitness and health (physically and mentally) • Explain why regular, safe exercise is good for fitness and health • Recognise reasons why regular, safe exercise is an essential part of a healthy exercise • Plan, organise and lead activities safely so others are aware of themselves and others within the space • control my movements, show precision and accuracy when exploring different dance styles 	<p>Choreograph dances through understanding basic dance actions</p> <p>Choreograph pieces with originality and style, demonstrating knowledge of special awareness, relationship with others in the groups</p> <p>Create dance motifs including clear sections using basic composition principles RADS</p> <p>RELATIONSHIPS- dancers (solo, duet, trio, group), unison, cannon, mirror, relationship with the music, body parts, relationship with stimuli</p> <p>ACTIONS- turns/gestures/travel/jumps</p> <p>DYNAMICS- time, weight, space, flow</p> <p>SPACE-areas (general or personal), directions, levels, pathways and planes (horizontal, vertical)</p>	<ul style="list-style-type: none"> • Develop the ability to plan activities independently and safely • Explore how to organise and lead activities independently or as a group • Explore different dance styles (tap dance, lindy hop/jive/contemporary) • Structure dance motifs • Explore how to adapt, modify and refine skills and techniques learnt
<p align="center">Expressing (Performance)</p>	<p align="center">Evaluating</p>	<p align="center">Improving</p>
<ul style="list-style-type: none"> • Perform linked dance actions accurately within the space • Perform dances with control, fluency and accurate precision of movement 	<ul style="list-style-type: none"> • Analyse and evaluate skills, techniques and basic R.A.D.S applied independently or in others work • Compare performances with previous ones 	<ul style="list-style-type: none"> • Use prior reflections on performances to improve previous choreographed or learnt dance motifs • Demonstrate improvements after individual reflection or feedback given • Refine and improve routines applying performance skills



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