Dance Progression Ladder

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	Skills	Knowledge
Year 6	**Actions:** show controlled movements which express emotion and feeling. **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:** use a variety of compositional principles when creating my own dances. **Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent. **Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. **Space and relationships:** know that combining space and relationships with a prop can help me to express my dance idea. **Performance:** understand how a leader can ensure our dance group performs together. **Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Year 5	**Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** confidently use dynamics to express different dance styles. **Space:** confidently use direction and patterning to express different dance styles. **Relationships:** confidently use formations, canon and unison to express a dance idea. **Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency.	**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics:** understand that different dance styles utilise selected dynamics to express mood. **Space:** understand that space relates to where my body moves both on the floor and in the air. **Relationships:** understand that different dance styles utilise selected relationships to express mood. **Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.
Year 4	**Actions:** respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** change dynamics confidently within a performance to express changes in character. **Space:** confidently use changes in level, direction and pathway. **Relationships:** use action and reaction to represent an idea. **Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.	**Actions:** understand that some actions are better suited to a certain character, mood or idea than others. **Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others. **Space:** understand that space can be used to express a certain character, mood or idea. **Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others. **Performance:** know that being aware of other performers in my group will help us to move in time. **Strategy:** know that I can select from a range of dance techniques to translate my idea.
Year 3	**Actions:** create actions in response to a stimulus individually and in groups. **Dynamics:** use dynamics effectively to express an idea. **Space:** use direction to transition between formations. **Relationships:** develop an understanding of formations. **Performance:** perform short, self-choreographed phrases showing an awareness of timing.	**Actions:** understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. **Dynamics:** understand that all actions can be performed differently to help to show effect. **Space:** understand that I can use space to help my dance to flow. **Relationships:** understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance:** understand that I can use timing techniques such as canon and unison to create effect. **Strategy:** know that if I show sensitivity to the music, my performance will look more complete.
Year 2	**Actions:** accurately remember, repeat and link actions to express an idea. **Dynamics:** develop an understanding of dynamics. **Space:** develop the use of pathways and travelling actions to include levels. **Relationships:** explore working with a partner using unison, matching and mirroring. **Performance:** develop the use of facial expressions in my performance.	**Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance. **Dynamics:** understand that I can change the way I perform actions to show an idea. **Space:** know that I can use different directions, pathways and levels in my dance. **Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music. **Performance:** know that using facial expressions helps to show the mood of my dance. **Strategy:** know that if I practice my dance, my performance will improve.
Year 1	**Actions:** copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. **Dynamics:** explore varying speeds to represent an idea. **Space:** explore pathways within my performance. **Relationships:** begin to explore actions and pathways with a partner. **Performance:** perform on my own and with others to an audience.	**Actions:** understand that actions can be sequenced to create a dance. **Dynamics:** understand that I can create fast and slow actions to show an idea. **Space:** understand that there are different directions and pathways within space. **Relationships:** understand that when dancing with a partner, it is important to be aware of each other and keep in time. **Performance:** know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. **Strategy:** know that if I use exaggerated actions, it helps the audience to see them clearly.
EYFS	**Actions:** explore how my body moves. Copy basic body actions and rhythms. **Dynamics:** explore actions in response to music and an idea. **Space:** begin to explore pathways and the space around me and in relation to others. **Performance:** perform short phrases of movement in front of others.	**Actions:** understand that I can move my body in different ways to create interesting actions. **Dynamics:** understand that I can change my action to show an idea. **Space:** know that if I move into space, it will help to keep me and others safe. **Performance:** know that when watching others I sit quietly and clap at the end. **Strategy:** know that if I use lots of space, it helps to make my dance look interesting.

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