Pupils will continue to develop their character and **personal skills.**

Pupils will continue to **understand** why they are implementing a broad range of skills.

Pupils will continue to **develop** their knowledge of how to implement a broad range of skills.

Beyond KS2 pupils will know:

How to include a change of speed and dynamic in our movements.

Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.

In **Year 6** pupils will know:

Choreography **Fluidity**

How to create a sequence, by accurately combining movements with flow and accurate timings.

How to make effective evaluations of an individuals or pairs' strengths and weaknesses.

What **'Choreography'** means.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

How to include a **change of speed** in our movements.

Unison **Canon**

What cannon and unison are and be able to include these chorographical elements in our performances.

Canon: Canon is where pupils perform taking it in turns one after the other.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

In **Year 5** pupils will know:

How to perform accurately and convincingly in character with big bold actions.

How to reflect and evaluate to make accurate improvements to our own and others performances.

What we mean by emotion and include this chorographical element in our performances.

Emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

In **Year 4** pupils will know:

Emotion **Relationships**

How to **peer and self assess**, identifying strengths and weaknesses in our own and others' performances.

How to develop sequences with our partner in character that show relationships and interlinking dance moves.

How to create sequences in pairs, applying flow and challenging their creativity.

Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.

Peer and **Self Assess** **Excellent Dancers**

Why it is so important to perform like an 'excellent dancer'

Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate.

In **Year 3** pupils will know:

How to develop characterisation, exploring characters that are opposites.

How to create and develop a character in order to tell a story through movements.

How to use movements to tell a story.

How to respond to a variety of stimuli or themes with appropriate movements.

In **Year 2** pupils will know:

Motif **Flow**

What we mean by 'expression' and begin to show this in our movements.

Expression refers to the actions a dancer uses to make their characters thoughts or feelings known.

How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.

What a **'Motif'** is and how to successful create a mini sequence and repeat it.

A Motif is a series of movements that are repeated.

How to add movements together to create simple movement sequences.

Expression **Theme**

How to move in relation to the music and respond with appropriate movements and actions.

In **Year 1** pupils will know:

How to create a variety of 'small' body movements linked to the theme.

How to create a variety of 'big' body movements linked to the theme.

Why it is so important to move like a 'Champion Dancer'.

Champion dancers can move with control, respond to the rhythm, move in relation to the music.

How to move our bodies with big clear actions.

How to create a variety of 'freeze' positions linked to the theme.

In **EYFS** pupils will know:

Movement **Freeze** **Control**

Why it is important to move with control.

'Control' means moving our bodies in time with the music, beat or sound.

How to move our bodies in different ways linked to the theme.

How to listen to the music and move the body in relation to the music.

Knowledge Progression Journey

Dance

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