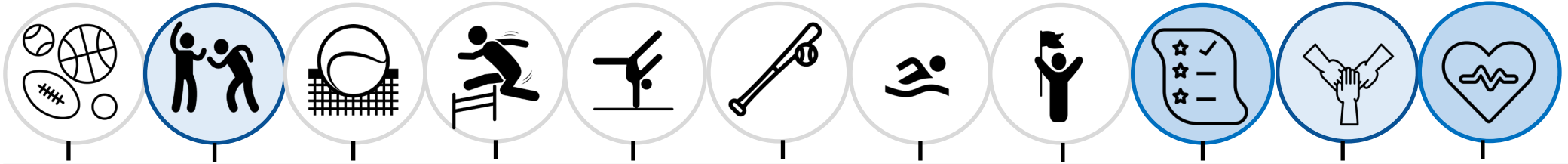


# EYFS and KS1 Dance



## KEY VOCABULARY:

**ROUTINE-** When lots of shapes and movements join together to make a dance.

**CONTROL -** To dance without losing your balance, change the speed and direction you move.

**INTERPRETATION** - When somebody explains and demonstrates their understanding of an image, piece of writing or music.

**FLUENCY -** To be able to move with ease and gracefulness. Timing Moving to the beat or rhythm within a

## As athletes we will:

- To perform dances using simple movement patterns.
- To use movements and basic skills imaginatively, responding to stimuli, including music.
- To change rhythm, speed, level and direction of their movements.
- To choose movements to different dance ideas.
- To express and communicate ideas and feelings to each other.
- To create combinations and use own ideas to create short sequences.
- To recognise how dancing can help keep body healthy.
- To comment on own and others work and make some judgements to improve.

## As evaluators we will:

- Work towards being able to comment on own and others performance.

## Key concepts:

### Performance:

- Has started to link skills to perform actions and sequences of movement.

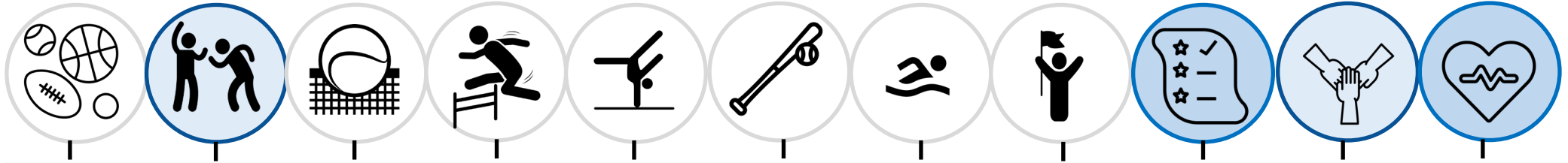
### Sportsmanship:

- Manages feelings and behaviour well

### Fitness:

- Is physically confident and makes a purposeful contribution

# KS2 Dance



## KEY VOCABULARY:

**FLUENCY -** To be able to move with ease and gracefulness.

**TIMING -** Moving to the beat or rhythm within a piece of music.

**CANON -** Individuals and groups perform the same movement/phrase beginning at different times.

**LEVELS -** The vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep level.

**UNISON -** Performance done at the same time as a group.

## As athletes we will:

Copy and repeat routines in short phrases and perform with confidence.  
 Create short sequence of movements showing imagination and creativity, linking phrases smoothly. Structure the sequence using a beginning, middle and end.  
 Explore and perform actions creatively in response to music stimulus. Demonstrate the ability to move fluently with variation in speed, height and direction.  
 What: travel, turn, gesture, jump, stillness.  
 Where: formation, direction and levels.  
 Who: group, duo, solo or canon.  
 How: explore speed and energy.

## As evaluators we will:

Analyse others performances and their own, identifying strengths and areas of their performance they would improve. Use and understand Dance vocabulary.

## Key concepts:

Performance:

- Create and perform routines for different dance styles.

Sportsmanship:

- Manages feelings and behaviour well

Fitness:

- Is physically confident and makes a purposeful contribution