

Acquiring and developing skills

| P 4-5 | P 6-7 | P 8 | NC1 | NC2 |
|--|--|--|---|--|
| Follow simple instructions with help e.g support of symbols or other prompts | Follow and imitate sequences and patterns in your movements | Follow and imitate movement patterns and sequences with same control and co-ordination | Copy, explore and develop basic body actions demonstrated by the teacher or other pupils e.g. travel, jump, turns, gesture, stillness | Explore ideas by experimenting with actions |
| Imitate animal or other actions / movements | Create movement ideas in response to a story | Respond to speed and type of music with a range of body actions Show changes in levels and directions | Develop actions using appropriate stimuli e.g. Penguin – flapping, waddling or huddling | Explore and develop actions using appropriate stimuli. Explore ideas, moods and feelings using appropriate stimuli |
| Move around the space without colliding | Explore traveling and body movements under teacher direction | Develop travel and body actions under teacher direction | Move confidently demonstrating increasing body control and co-ordination | Explore actions, moods and feelings when using appropriate stimuli |
| Respond to a variety of stimuli e.g voice, music, percussion | Move in a variety of ways e.g quick/ slow | Move in a variety of ways with some control and co-ordination | Explore, repeat and refine movement patterns and show changes in levels and direction | Vary the actions by using changes of speed, level, spatial patterns |
| Work close to another child safely | Work with and respond to a partner | Work with partner on stepping patterns | Work co-operatively with a partner | Work co-operatively with others on a task |

Selecting and applying skills, tactics and compositional ideas

| P 4-5 | P 6-7 | P 8 | NC1 | NC2 |
|--|--|---|--|---|
| Perform simple actions/ movements | Repeat simple sequence of actions / movements | Choose a sequence of movements that have a beginning, a middle and an end | Choose movements/ actions to make your own phase e.g. balance, tumble, fall | Plan a short dance which shows a variety of body actions e.g. jump, turn, gesture, stillness and travel |
| Move in a variety of ways with prompts e.g drum, tambourine | Move in a variety of ways | Show movements with simple changes in speed | Experiment with basic body actions using different dynamics, levels and directions | Create and perform dances based on characters |
| Respond to a variety of stimuli e.g voice, percussion, music | Express yourself through repetitive and simple dance phrases and movement patterns | Use movement to express feelings and respond to stimuli with a range of actions | Demonstrate, remember and repeat a short dance that expresses your ideas, mood or feelings | Demonstrate the use of feelings e.g. through weight – heavy (angry), light (happy) and changes of speed e.g. slow (sad) |

Selecting and applying skills, tactics and ideas (continued)

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| Initiate actions for others to follow | Link simple actions/ movements together e.g step patterns/ country dancing | Develop your own dance phase with a beginning, middle and end | Choose actions and link them together to make a short dance Remember and repeat a short dance | Link actions to make a short dance phrase, working on your own, with a partner and / or in small groups |
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Knowledge and understanding of fitness and health

| P 4-5 | P 6-7 | P 8 | NC1 | NC2 |
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| Select and use appropriate equipment e.g. mat to lie on, ribbons, balloons | Recognise and respond to the importance of working in your own space | Show an increasing awareness of space, yourself and others | Move safely within the working area | Sustain and maintain a constant level of activity in dance |
| Be aware of changes to your body when exercising | Recognise changes that happen to your body when they are active | Know how your body feels after dance activities | Understand why the heart beats faster when exercising | Understand the effects of exercise on the heart rate |
| Follow simple warm up and cool down activities | Explain simply why you need to warm up and cool down | Have some understanding of why you warm up and cool down for dance | Warm up and cool down on your own | Perform specific exercises that help you stretch your muscles |

Evaluating and improving performance

| P 4-5 | P 6-7 | P 8 | NC1 | NC2 |
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| Identify simple actions with teacher prompts | Identify simple dance actions | Remember and perform short dance phrases | Link and perform a simple dance phrase with teacher direction | Perform a whole dance that has a simple structure |
| Work with a partner during movement/ dance activities | Show your dance movements to a partner | Practice and perform your own dance | Perform your dance to others on the class | Describe what you and others have done |
| Make a simple comment on another's dance | Identify actions performed by others using simple vocabulary | Say what you like about the dance movement others created | Describe what you and others have done using the correct vocabulary | Use appropriate language to describe your own work and others e.g. shaky, jerky, circling |
| Show angry, happy, sad facial expressions | Say what your dance is about | Practice and perform your own dance phrase | Describe how a dance can make you feel e.g. happy, sad, hungry | Describe your own dance and how it makes you feel using correct vocabulary |