

## Progression Ladder for Dance for Primary Schools 2021

*“What is dance? It is the physical expression through movement and rhythm of relationships, feelings, and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose.”*

Ken Robinson

Physical knowledge	
Year 6	<ul style="list-style-type: none"> <li>I can describe their own actions with detail and communicate a dance idea with sensitivity</li> <li>I can describe the actions of others in detail &amp; articulate what they felt the dance communicated &amp; give justifications</li> <li>I can use a wide variety of action, space &amp; dynamic words appropriately</li> <li>I can describe relationships e.g. unison, canon, mirroring, question &amp; answer, contrast, complement, contact work and reason when &amp; why these could be used &amp; what they might suggest</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can describe their own actions with detail and communicate a dance idea</li> <li>I can describe the actions of others in detail &amp; articulate what they felt the dance communicated</li> <li>I can use a wide variety of action, space &amp; dynamic words</li> <li>I can describe relationships e.g. solo/duet, formations, over/under and what this communicates</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I can describe their own actions with detail</li> <li>I can describe the actions of others with detail</li> <li>I can use a variety of action, space &amp; dynamic words</li> <li>I can describe relationships e.g. solo/duet, formations, over/under</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can describe their own actions with some detail</li> <li>I can describe the actions of others with some detail</li> <li>I can describe actions, space &amp; dynamics</li> <li>I can describe relationships simply – e.g. with their partner, facing, in a line, back to back</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can describe their own actions accurately</li> <li>I can describe the actions of others accurately</li> <li>I can describe simple directions, levels &amp; dynamics in their descriptions</li> </ul>

<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• I can name all body parts accurately</li> <li>• I can articulate all body parts on request</li> <li>• I can name a wide range of actions</li> <li>• I can perform a wide range of actions</li> <li>• I can use different directions appropriately</li> </ul>
<p><b>Foundation 2</b></p>	<ul style="list-style-type: none"> <li>• I can name most body parts</li> <li>• I can articulate most body parts on request</li> <li>• I can name a range of actions</li> <li>• I can perform a range of actions</li> </ul>
<p><b>Foundation 1</b></p>	<ul style="list-style-type: none"> <li>• I can name major body parts</li> <li>• I can articulate major body parts on request</li> <li>• I can name basic actions</li> <li>• I can perform basic actions</li> </ul>

## Physical skills

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can use stillness effectively paying attention to tension &amp; extension in the whole body</li> <li>• I can use emphasis effectively</li> <li>• I can use focus effectively – communicates with an audience</li> <li>• I can perform &amp; adapt a wide range of travelling actions using different pathways consistently accurately</li> <li>• I can perform a wide range of gestures and use them to convey meaning consistently</li> <li>• accurately</li> <li>• I can perform a wide variety of turns on the spot (both clockwise &amp; anticlockwise) with control</li> <li>• I can safely perform a range of jumps &amp; in combination &amp; travelling</li> <li>• I can use facial expression sensitively to give a sense of character or mood</li> <li>• I can sustain a variety of static or dynamic balances with a sense of aesthetics</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can use stillness effectively, paying attention to tension &amp; extension in the whole body</li> <li>• I can perform &amp; adapt a wide range of travelling actions using different pathways</li> <li>• I can perform a wide range of gestures and use them to convey meaning accurately</li> <li>• I can perform a variety of turns on the spot (both clockwise &amp; anticlockwise) with control</li> <li>• I can safely perform a range of jumps &amp; in combination &amp; travelling</li> <li>• I can use facial expression appropriately to give a sense of character or mood</li> <li>• I can sustain a variety of static or dynamic balances</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can use stillness effectively paying attention to the whole body</li> <li>• I can perform a wide range of travelling actions using different speeds, directions, sizes</li> <li>• I can perform a wide range of gestures and use them to convey meaning</li> <li>• I can turn on the spot (both clockwise &amp; anticlockwise) with control</li> <li>• I can safely perform a range of jumps &amp; in combination</li> <li>• I can use facial expression to give a sense of character or mood</li> <li>• I can sustain a static or dynamic balance</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I can use stillness effectively</li> <li>• I can differentiate between &amp; perform a wide range of travelling actions</li> <li>• I can differentiate between &amp; perform a wide range of gestures</li> <li>• I can turn on the spot with control</li> <li>• I can turn easily in both directions</li> <li>• I can safely perform a range of jumps &amp; I can control size &amp; dynamics</li> <li>• I can use size &amp; speed of actions to consciously create an effect</li> </ul>

	<ul style="list-style-type: none"> <li>• I can sustain a static or dynamic balance</li> <li>• I can co-ordinate upper &amp; lower body actions</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can use stillness effectively</li> <li>• I can differentiate between &amp; perform a wide range of travelling actions</li> <li>• I can turn on the spot without falling</li> <li>• I can turn in both directions</li> <li>• I can perform a range of jumps &amp; hops &amp; know how to take off &amp; land safely</li> <li>• I can use size &amp; speed of actions to create an effect</li> <li>• I can sustain a static balance</li> <li>• I can co-ordinate simple upper &amp; lower body actions</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can sustain a shape as a starting or finishing position (or when requested)</li> <li>• I can differentiate between a range of travelling actions including sliding, creeping, shuffling...</li> <li>• I can vary actions using speed</li> <li>• I can perform a range of jumps &amp; I can hop on either foot</li> <li>• I can vary the size of actions</li> <li>• I can stretch various body parts in a range of directions using the whole body or specific body parts</li> <li>• I can demonstrate balancing in a range of shapes &amp; demonstrate a degree of control</li> </ul>
<b>Foundation 2</b>	<ul style="list-style-type: none"> <li>• I can use different levels &amp; simple directions appropriately</li> <li>• I can stand still on request or sustain a held shape</li> <li>• I can differentiate between walk, skip, run, march, jog, gallop, trot, tip toe</li> <li>• I can perform a range of jumps &amp; I can hop on either foot</li> <li>• I can stretch various body parts in a range of directions</li> <li>• I can demonstrate balancing in a range of shapes</li> </ul>
<b>Foundation 1</b>	<ul style="list-style-type: none"> <li>• I can stand still on request</li> <li>• I can differentiate between walk, skip, run</li> <li>• I can differentiate between jump &amp; hop</li> <li>• I can stretch in different directions</li> <li>• I can demonstrate a short balance</li> </ul>

<b>Creative/Compositional Skills</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can use unison, canon, mirroring, question &amp; answer, contact work, contrast &amp; complement confidently</li> <li>• I can select a range of formations &amp; transitions to give particular effects and justify their choices</li> <li>• I can generate several ideas in response to a task and selects &amp; orders work logically</li> <li>• I can suggest &amp; demonstrate challenging variations to an action e.g. jump... on the spot/travelling/shape in the air...</li> <li>• I can recall a complex pattern of moves with a high degree of repetition &amp; accuracy</li> <li>• I can suggest how work should be structured and I can justify their reasoning, considers repetition and a sense of climax</li> <li>• I can consider how different music I can impact upon a dance</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can use unison, canon, mirroring, contact work, contrast &amp; complement</li> <li>• I can select a range of formations &amp; transitions to give particular effects</li> <li>• I can generate several ideas in response to a task and selects &amp; orders work well</li> <li>• I can suggest &amp; demonstrate variations to an action e.g. jump... on the spot/travelling/shape in the air...</li> <li>• I can recall a complex pattern of moves with a good degree of repetition &amp; accuracy</li> <li>• I can suggest how work should be structured and I can justify their reasoning</li> <li>• I can identify how different tempo, rhythm, structure &amp; mood contribute towards the overall effect</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can use unison, canon, mirroring &amp; contact work – includes simple weight-sharing actions</li> <li>• I can select formations to give a particular effect &amp; considers transitions</li> <li>• I can generate several ideas in response to a task</li> <li>• I can suggest several variations to an action e.g. jump... on the spot/travelling/shape in the air...</li> <li>• I can recall a pattern of moves with a good degree of repetition &amp; accuracy</li> <li>• I can suggest how work could be structured</li> <li>• Identifies different musical tempo, rhythm, structure &amp; mood</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I can use unison, canon, mirroring &amp; contact work</li> <li>• I can use a variety of formations &amp; move between them easily</li> <li>• I can generate more than one idea in response to a task</li> <li>• I can suggest variations to an action e.g. if turning... higher/lower, faster/slower, jerkily/smoothly</li> <li>• I can recall a pattern of moves with a degree of repetition &amp; accuracy</li> <li>• I can structure work successfully</li> <li>• I can identify sections in music &amp; structures work to fit the music</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• I can use unison, canon, mirroring confidently</li> <li>• I can use a variety of simple formations</li> <li>• I can generate movement to communicate an idea</li> <li>• I can respond to suggestions e.g. if turning... higher/lower, faster/slower, jerkily/smoothly</li> <li>• I can recall a simple pattern of moves in order</li> <li>• I can consider how an effect is created</li> <li>• I can follow a structure successfully &amp; anticipates next section</li> <li>• I can respond to different types of music differently – rhythm, tempo, mood</li> </ul>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• I can copy/mirror the teacher with a significant degree of accuracy</li> <li>• I can sustain copying/mirroring a partner</li> <li>• I can convey ideas through action and suggest character/narrative</li> <li>• I can follow a simple structure</li> <li>• I can responds to music, follows a simple rhythm, I can adjust tempo according to the music</li> </ul>
<p><b>Foundation 2</b></p>	<ul style="list-style-type: none"> <li>• I can copy/mirror the teacher with a degree of accuracy</li> <li>• I can copy/mirror a partner for a short period</li> <li>• I can convey simple ideas through action, e.g. growing, exploding, washing, cleaning</li> <li>• I can (mostly) follow a structure</li> <li>• I can respond to music with some awareness of rhythm</li> </ul>
<p><b>Foundation 1</b></p>	<ul style="list-style-type: none"> <li>• I can copy/mirror the actions of the teacher creating a rough approximation</li> <li>• I can walk/skip/run around a room using a pathway of their choice</li> <li>• I can perform an appropriate action when using action rhymes, e.g. marching &amp; stretching up &amp; down in 'The Grand Old Duke of York'</li> <li>• I can respond to music</li> </ul>

<b>Interpersonal Skills</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can anticipate possible safety issues &amp; take avoiding action</li> <li>• I can know what to do if someone is injured</li> <li>• I can successfully work in groups of a variety of sizes &amp; in different roles</li> <li>• I can select group sizes to maximise the effectiveness of an idea</li> <li>• I can work with a range of people and regularly contribute original ideas</li> <li>• I can respond constructively to the ideas of others and combine ideas</li> <li>• I can listen &amp; watch attentively and regularly contributes considered opinions</li> <li>• I can frequently offer constructive feedback sensitively</li> <li>• I can receive feedback in a constructive manner and apply it immediately</li> <li>• I can describe dance ideas to another person using dance terminology effectively</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can anticipate possible safety issues &amp; take avoiding action</li> <li>• I can work in groups of a variety of sizes &amp; in different roles</li> <li>• I can work with a range of people and regularly contribute ideas</li> <li>• I can respond to the ideas of others and combine ideas</li> <li>• I can listen &amp; watch attentively and regularly contributes opinions</li> <li>• I can offer constructive feedback sensitively</li> <li>• I can receive feedback in a constructive manner</li> <li>• I can describe dance ideas to another person using some dance terminology</li> <li>•</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can anticipate possible safety issues &amp; take avoiding action</li> <li>• I can work in groups of a variety of sizes</li> <li>• I can work with a range of people and regularly contribute ideas</li> <li>• I can respond to the ideas of others and combine ideas</li> <li>• Listens &amp; watches attentively and regularly contributes opinions</li> <li>• Offers constructive feedback sensitively</li> <li>• Receives feedback in a constructive manner</li> <li>• I can describe dance ideas to another person using some dance terminology</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I can anticipate possible safety issues &amp; take avoiding action</li> <li>• I can work in pairs, trios or quartets</li> <li>• I can work with a range of people and contribute ideas</li> <li>• I can respond to the ideas of others</li> <li>• I can listen &amp; watch attentively and contributes opinions</li> <li>• I can offer &amp; receive constructive feedback</li> <li>• I can describe dance ideas to another person articulately</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can anticipate possible safety issues &amp; take avoiding action</li> <li>• I can work in pairs or trios</li> <li>• I can work with a range of people</li> </ul>

	<ul style="list-style-type: none"> <li>• I can contribute ideas or listen to the ideas of others</li> <li>• I can listen attentively and contribute</li> <li>• I can offer feedback, receives feedback constructively</li> <li>• I can describe dance ideas to another person</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can work safely and with consideration around others</li> <li>• I can quickly find a partner &amp; a space together when asked</li> <li>• I can take on a role different to that of their partner (complement/contrast)</li> <li>• I can control contact with partner or other child at any other time ensuring it is appropriate</li> <li>• I can listen attentively to instructions/ideas</li> <li>• I can take turns</li> </ul>
<b>Foundation 2</b>	<ul style="list-style-type: none"> <li>• I can sustain a (safe) degree of space from others</li> <li>• I can find a partner when asked</li> <li>• I can make appropriate physical contact with the partner as directed</li> <li>• I can control contact with partner or other child at any other time</li> <li>• I can listen to instructions/ideas</li> <li>• I can take turns for a short period of time</li> </ul>
<b>Foundation 1</b>	<ul style="list-style-type: none"> <li>• I can respect the space of others</li> <li>• I can listen to instructions without talking</li> <li>• I can wait for a short period of time if others are performing</li> </ul>

### Note

This progression ladder has been created by dance practitioner Claire Pring as a guide to link skills and knowledge to the curriculum. For further guidance, One Dance UK is the sector support organisation in the UK for dance; visit <http://www.onedanceuk.org/>