



Curriculum Map for Dance



Choreography.

Performance.

Evaluation.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
EYFS - Nursery	Year A & B Why do you love me so much?	Year A Where does snow go? Year B Why is water wet?	Year A Do dragons exist? Year B How do buildings stay up?	Year A Are eggs alive? Year B How are shadows made?	Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast?	Year A How many pebbles on a beach? Year B How high can you jump?
	Autumn - 1: Gym: Use of Space, 2: Dance: Floor work & spatial awareness  <b>Prime Areas</b> - Enjoy starting to kick, throw and catch balls. Use large and small motor skills to do things independently. <b>Specific Areas</b> - none		Spring - 1: Games: Basics & Safety Rules, 2: Gym: Travelling/Awareness of body parts  <b>Prime Areas</b> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg <b>Specific Areas</b> - none		Summer - 1: Dance: Movement & Music, 2: Games: Parachute games  <b>Prime Areas</b> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others. <b>Specific Areas</b> - none	
	<b>Gross and fine motor skills on going</b>					
EYFS - Reception	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
	Do you want to be friends?	Will you read me a story?	What happens when I fall to sleep?	Who lives in a rock pool?	Why do ladybirds have spots? -	Are we there yet?

	<p><b>Autumn - 1: Gym: Build &amp; reinforce nursery on floor, 2: Dance: Floor Work, spatial awareness</b></p> <p><b>Prime Areas</b> - To begin to have an understanding of special awareness Develop overall body-strength, balance, co-ordination and agility</p> <p><b>Specific Areas</b> - none</p>	<p><b>Spring - 1: Games: Develop knowledge and equipment/Multi-skills, 2: Gym: Build and reinforce nursery on apparatus</b></p> <p><b>Prime Areas</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>Specific Areas</b> - Draw information from a simple map.</p>	<p><b>Summer - 1: Dance: Movement &amp; music, 2: Games: Co-operative games</b></p> <p><b>Prime Areas</b> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others.</p> <p><b>Specific Areas</b> - none</p>
	<b>Gross and fine motor skills on going</b>		

Choreography.	Performance.	Evaluation.
<b>A</b> To respond to music and story with clear body actions <b>B</b> To move with confidence, control and imagination <b>C</b> To use a story as a stimulus for dance movements	<b>D</b> To move confidently and safely in their own and general space, using changes of speed, level and direction. <b>E</b> To perform movement phrases using a range of body actions and body parts <b>F</b> To perform dance phrases in a group.	<b>G</b> To be able to spot areas to improve

KS1 - Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>National Curriculum - KS1</b> Pupils should develop fundamental movement skills, <b>become increasingly competent and confident</b> and access a broad range of opportunities to extend their agility, balance and coordination, <b>individually and with others</b> . They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ <b>perform dances using simple movement patterns.</b>					
	<u>Our Place</u>		<u>Superheroes</u>	<u>Dinosaur Planet</u>	<u>Bright Lights Big City</u>	<u>I do like to be Beside the Seaside</u>
	<b>Skills</b> To respond to music and story with clear body actions <b>(A)</b> To move with confidence, control and imagination <b>(B)</b> To move confidently and safely in their own and general space, using changes of speed, level and direction. <b>(D)</b> To perform dance phrases in a group. <b>(F)</b> To be able to spot areas to improve <b>(G)</b>					

KS1 - Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Wriggle and Crawl</u>	<u>Australia</u>	<u>Explorers</u>		<u>Muck, Mess and Mixtures</u>	<u>Towers, Tunnels and Turrets</u>
	<b>Skills</b> To use a story as a stimulus for dance movements <b>(C)</b> To perform movement phrases using a range of body actions and body parts <b>(E)</b> To move confidently and safely in their own and general space, using changes of speed, level and direction. <b>(D)</b> To perform dance phrases in a group. <b>(F)</b> To be able to spot areas to improve <b>(G)</b>					

Choreography.	Performance.	Evaluation.
<b>A</b> To Improvise in time (to the music). <b>B</b> To use a stimulus to compose and perform dance movements	<b>C</b> To perform movement phrases applying different ways of moving (pathways – speed, direction and levels). <b>D</b> To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon	<b>E</b> To describe and evaluate the dance., <b>F</b> To perfect a dance sequence by identifying on weak areas and giving encouragement and ideas.

KS2 - Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>National Curriculum - KS2</u>            Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to <b>link them to make actions and sequences of movement</b>. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of <b>how to improve in different physical activities</b> and sports and learn how to <b>evaluate and recognise their own success</b>.            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ <b>perform dances using a range of movement patterns</b></li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ <b>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></li> </ul>						
<u>Tribal tales</u>		<u>Tremors</u>	<u>Flow</u>	<u>Mighty Metals</u>	<u>I am Warrior</u>	
<p><b>Skills</b>            To Improvise in time (to the music). <b>(A)</b>            To use a stimulus to compose and perform dance movements <b>(B)</b>            To perform movement phrases applying different ways of moving (pathways – speed, direction and levels). <b>(C)</b>            To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon <b>(D)</b>            To describe and evaluate the dance., <b>(E)</b>            To perfect a dance sequence by identifying on weak areas and giving encouragement and ideas. <b>(F)</b></p>						

KS2 - Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Misty Mountain Sierra</u>	<u>Gods and Mortals</u>	<u>Traders and Raiders</u>	<u>Burps, Bottoms and Bile</u>	<u>Blue Abyss</u>	
<p><b>Skills</b>            To Improvise in time (to the music). <b>(A)</b>            To use a stimulus to compose and perform dance movements <b>(B)</b>            To perform movement phrases applying different ways of moving (pathways – speed, direction and levels). <b>(C)</b>            To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon <b>(D)</b>            To describe and evaluate the dance., <b>(E)</b>            To perfect a dance sequence by identifying on weak areas and giving encouragement and ideas. <b>(F)</b></p>						

<b>Choreography.</b>	<b>Performance.</b>	<b>Evaluation.</b>
<b>A</b> To use different stimuli, e.g. pictures and music, to inspire their ideas for a dance. <b>B</b> To compose and perform a whole sequence. <b>C</b> To understand the origins and meanings of a dance	<b>D</b> To compose and perform a whole sequence <b>E</b> To move confidently and safely in their own and general space, using changes of speed, level and direction. <b>F</b> To perform movement phrases applying different ways of moving (pathways - speed, direction and levels). <b>G</b> To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon	<b>H</b> To describe and evaluate the dance and give suggestions for improvement (peer and self-evaluations).

KS2 - Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National Curriculum - KS2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to <b>link them to make actions and sequences of movement</b> . They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of <b>how to improve in different physical activities</b> and sports and learn how to <b>evaluate and recognise their own success</b> . Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ <b>perform dances using a range of movement patterns</b></li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ <b>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></li> </ul>						
<b><u>Stargazers</u></b>		<b><u>Revolution</u></b>	<b><u>Frozen Kingdom</u></b>	<b><u>Pharaoh</u></b>	<b><u>Scream Machine</u></b>	
<b>Skills</b> To use different stimuli, e.g. pictures and music, to inspire their ideas for a dance. (A) To compose and perform a whole sequence. (B) (D) To understand the origins and meanings of a dance. (C) To move confidently and safely in their own and general space, using changes of speed, level and direction. (E) To perform movement phrases applying different ways of moving (pathways - speed, direction and levels). (F) To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon (G) To describe and evaluate the dance and give suggestions for improvement (peer and self-evaluations). (H)						

KS2 - Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Hola Mexico</u></b>		<b><u>A Child's War</u></b>	<b><u>Off with their head</u></b>		<b><u>Visual Literacy</u></b>	<b><u>Gallery Rebels</u></b>
<b>Skills</b> To use different stimuli, e.g. pictures and music, to inspire their ideas for a dance. (A) To compose and perform a whole sequence. (B) (D) To understand the origins and meanings of a dance. (C) To move confidently and safely in their own and general space, using changes of speed, level and direction. (E) To perform movement phrases applying different ways of moving (pathways - speed, direction and levels). (F) To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon (G) To describe and evaluate the dance and give suggestions for improvement (peer and self-evaluations). (H)						