



St. Katharine's Primary School Dance Progression Pathway

Concepts of Dance

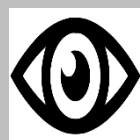
Performance skills – Physical

Aspects enabling effective performance.



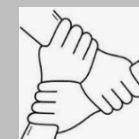
Performance skills – Expressive

Aspects enabling the dancer to communicate and engage with the audience.



Choreographic process

The art of creating dance by manipulating motifs with numerous choreographic devices.



Safe studio practise

The preparation, warm-up and cool down process.



Appreciation of professional dance works

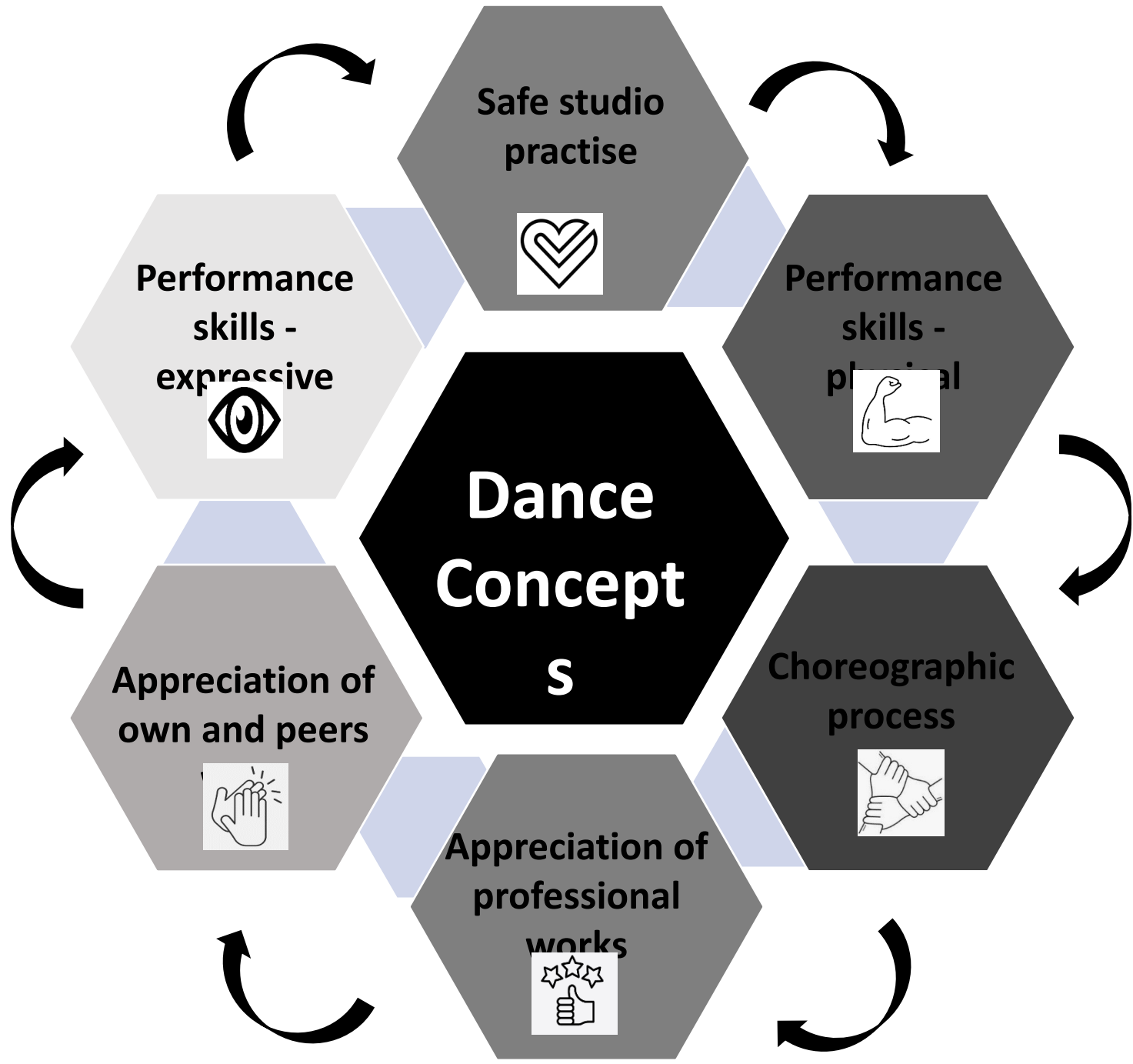
The ability to observe dance work and identify dance features of the professional choreographer.














Appreciation of own and peers work







The ability to observe dance works and identify areas of strength and for improvement.

















| Concepts | Curriculum overview and content | Skills | Vocabulary |
|--|---|--|---|
| <p>Safe studio practise</p>  <p>Performance skills – Physical</p>  <p>Performance skills – Expressive</p>  <p>Choreographic process</p>  <p>Appreciation of own and peers work</p>  | <p>Theme: Tanzanian influence</p> <p>Children will be introduced to dance by participating in weekly dance lessons during the summer term. Initially, children will learn a dance warm-up which contains a variety of the five basic body actions. They will then learn a short dance motif (sequence of movements). The motif will be developed using basic, whole class, choreographic devices. During each lesson, children will be introduced to dance specific vocabulary and also have the opportunity to develop their dance appreciate skills by watching their peers perform.</p> <ul style="list-style-type: none"> Children will develop confidence in performing the 5 basic body actions (on different levels -high, medium and low) as separate actions in a warm-up and in a short motif. Children will experience, by copying and improvising, various ways to travel, turn, jump, gesture and be still Children will recognise that movements look more effective when performed with the 3Es – energy, eye focus and extension in the warm-up and (developed) motif | <p>Head:</p> <ul style="list-style-type: none"> Understand that warming up and dance can strengthen muscles. Understand basic dance instructions Understand basic dance vocabulary <p>Heart:</p> <ul style="list-style-type: none"> Begin to show respect by watching each other perform Begin to listen to others when talking about dance movements. Demonstrate resilience by beginning to improve their own actions with focus on the 3Es Collaborate with a partner, in a duet Begin to communicate sensibly with a partner to discuss possible dance movements and ideas. <p>Hands:</p> <ul style="list-style-type: none"> Select favourite body actions and perform them Perform a short motif taught by the teacher. with energy, eye-focus and extension Find a safe/sensible space in the dance studio to perform basic actions in the motif and warm-up with increased control | <p>Warm up</p> <p>Parallel</p> <p>Motif</p> <p>Stillness, travel, turn, jump, gesture - the 5 basic body actions</p> <p>Perform</p> <p>Copy</p> <p>Performance skills:</p> <p>Extension } the 3 Es</p> <p>Energy }</p> <p>Eye-focus }</p> <p>Choreographic devices:</p> <p>Repetition</p> <p>Addition</p> <p>Unison</p> |

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| <p>Safe studio practise</p>  <p>Performance skills – Physical</p>  <p>Performance skills – Expressive</p>  <p>Choreographic process</p>  <p>Appreciation of own and peers work</p>  <p>Appreciation of professional dance works</p>  | <p>Theme 1: Bourne’s -Supercalifragilisticexpialidocious Theme 2: The Gruffalo</p> <p>Children will develop their skills in dance by participating in weekly dance lessons for two half terms during the year. Children’s knowledge of safe studio practise will develop by learning new warm-ups which contain more complex body actions. They will learn a short dance motif. The motifs will be developed in a duet using addition and repetition as choreographic devices. During each lesson, children will be strengthen their understanding of dance specific vocabulary and also have the opportunity to develop their dance appreciate skills by watching their peers perform and observing extracts of Matthew Bourne’s ‘Supercalifragilisticexpialidocious’.</p> <ul style="list-style-type: none"> • Children will perform a short motif – which may be improvised (which includes the 5 basic body actions, using all 3 levels) with some evidence of the 3Es – energy, eye focus and extension • Children, in duets, will develop a motif, which has been choreographed by teacher, using addition. They will improvise by using verbal and movement prompts • Children will watch their peers dance, and with guidance, notice where they are using energy, eye focus and extension; the will be able to suggest ideas for how and where these performance skills could be used | <p>Head:</p> <ul style="list-style-type: none"> • Work with a partner, to develop a short, 8 count motif(s), to make an extended motif • Work in a small group – duet - sensibly • Move around and in the space, and with other dancers, in a safe and sensible manner <p>Heart:</p> <ul style="list-style-type: none"> • Make thoughtful, kind comments about their partners performances and, with guidance, simply describe the actions of their own dance work • Demonstrate why warming up in dance is good for their body and mind • Work as a small group - duet - to create suitable actions • With guidance, show an awareness of the 3Es and give examples of where the movements could use these skills <p>Hands:</p> <ul style="list-style-type: none"> • Demonstrate some control when performing basic body actions in a short motif that have been choreographed by the teacher • Perform basic body actions with some use of the 3Es (energy, eye focus and extension) • Create their own versions of the 5 basic body actions – stillness, turns, jumps, travel and gestures | <p>Warm up</p> <p>Levels – high, medium, low</p> <p>Motif</p> <p>Duet</p> <p>Parallel</p> <p>Stillness, travel, turn, jump, gesture</p> <p>Performance skills:</p> <p>Extension Energy Eye-focus } the 3 Es</p> <p>Choreographic devices:</p> <p>Unison Repetition Addition</p> |

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Concepts

Safe studio practise



Performance skills – Physical



Performance skills – Expressive



Choreographic process



Appreciation of own and peers work



Appreciation of professional dance works



Curriculum overview and content

Theme 1: Christopher Bruce’s - Swansong
Theme 2: Kick

Children will continue to enhance their skills in dance by participating in weekly dance lessons for two half terms of the year. Children will show a solid awareness of safe studio practise by performing warm-ups, cool downs and conducting themselves in the appropriate manner. They will learn two motifs and develop them by using the choreographic devices of addition, repetition, level change, entrances/exits, canon, contact, changing dynamics and changing spatial arrangements. Children’s knowledge of dance specific vocabulary will develop further and they will utilise this language when discussing and evaluating their peers’ work and professional works (Christopher Bruce’s Swansong).

- Children will perform a warm-up, a cool down and two motifs, using a variety of movements. They will demonstrate why performance skills are important for dancers.
- Children will develop motifs, which have been taught by the teacher, using addition, repetition, canon, change of levels, contact, adding entrances/exits, change of spatial arrangements and change of dynamics to help communicate the themes of the dance.
- Children will watch their peers dance and identify independently, where they are using appropriate performance skills; they will also evaluate their peers choreography and make suggestions for improvement.

Skills

Head

- **Develop motifs to make an extended, more complex motif considering the use of space and relationships**
- Work in a small group – trio and quartet - sensibly
- Dance and travel around/in and out of the space, within varied group sizes, demonstrating an awareness of safe studio practise

Heart:

- **Make evaluative comments about performance and choreography of their peers’ and professional dance works**
- Demonstrate and explain why warming up, cooling down and safe studio practise in dance is beneficial for the whole person
- **Show an greater awareness of performance skills** and give examples of where the these skills are most effective

Hands:

- Demonstrate constant control when performing a variety of body actions in motifs that have been taught by the teacher and in the developed motifs
- **Perform the warm-ups, cool down and motifs with a range of appropriate performance skills**
- Develop motifs using repetition, canon, addition, level change, adding entrances/exits, changing spatial arrangements, changing dynamics and contact to help communicate the narrative of the dance

Vocabulary

Motif

Warm up

Cool down

Stillness, travel, turn, jump, gesture (5 basic body actions)

Performance skills:

Extension
Energy
Eye-focus } **the 3 Es**

Timing

Expression

Elevation

Choreographic devices:

Unison

Canon

Addition

Repetition

Transition

Levels – high, medium, low

Dynamics

Entrance/exit

Contact –counter

balance/counter tension

Spatial arrangement

Concepts

Curriculum overview and content

Skills

Vocabulary

Safe studio practise



Performance skills –
Physical



Performance skills –
Expressive



Choreographic process



Appreciation of own and
peers work



Appreciation of professional
dance works



Theme 1: Jasmin Vardimoon's - Park
Theme 2: The Boy In The Striped Pyjamas

Children will continue to enhance their skills in dance by participating in weekly dance lessons for two half terms of the year. Children will show a solid awareness of safe studio practise by performing warm-ups, cool downs and conducting themselves in the appropriate manner. They will learn two motifs and develop them by using the choreographic devices of addition, repetition, level change, entrances/exits, canon, contact, changing dynamics and changing spatial arrangements. Children's knowledge of dance specific vocabulary will develop further and they will utilise this language when discussing and evaluating their peers' work and professional works (Christopher Bruce's Swansong).

- Children will perform a warm-up, a cool down and two motifs, using a variety of movements. They will demonstrate and explain why performance skills are important for dancers.
- Children will develop motifs, which have been taught by the teacher, using addition, repetition, canon, change of levels, contact, adding entrances/exits, change of spatial arrangements and change of dynamics to help communicate the themes of the dance.
- Children will watch their peers dance and identify independently, where they are using appropriate performance skills; they will also evaluate their peers choreography and make suggestions for improvement.

Head

- **Develop motifs into a whole dance with a Beginning, middle and end structure.**
- Work in a small group – trio and quartet - sensibly
- Dance and travel around/in and out of the space, within varied group sizes, demonstrating an awareness of safe studio practise

Heart:

- **Make evaluative comments about performance and choreography of their peers' and professional dance works**
- **Demonstrate and explain why warming up, cooling down and safe studio practise in dance is beneficial for the whole person**
- Show an greater awareness of performance skills and give examples of where the these skills are most effective

Hands:

- Demonstrate constant control when performing a variety of body actions in motifs that have been taught by the teacher and in the developed motifs
- **Perform the warm-ups, cool down and motifs with a range of appropriate performance skills**
- **Develop motifs using repetition, canon, addition, level change, adding entrances/exits, changing spatial arrangements,** changing dynamics and contact to help communicate the narrative of the dance

Motif

Warm up

Cool down

Stillness, travel, turn, jump, gesture

Performance skills:

Extension
Energy
Eye-focus } **the 3 Es**

Timing

Expression

Elevation

Emphasis

Fluidity

Choreographic devices:

Unison

Canon/Accumulation

Addition

Repetition

Transition

Levels – high, medium, low

Dynamics

Entrance/exit

Contact – lifts

Spatial arrangement

Question and answer

Structure