



### 3i SHEET - INTENTION, IMPLEMENTATION, IMPACT

#### Subject: PE

#### Dance- DDMix – Intention – Progression of skills

Year 1 Autumn: Spring: Summer:	Year 2 Autumn: Spring: Summer:	Year 3 Autumn: Spring: Summer:	Year 4 Autumn: Spring: Summer:	Year 5 Autumn: Spring: Summer:	Year 6 Autumn: Spring: Summer:
<b>Dance</b>					

<ul style="list-style-type: none"> <li>-can copy and explore movements and body patterns.</li> <li>-can move confidently and safely.</li> <li>-can recognise how their body feels after exercise.</li> <li>-can link movements to sounds and music.</li> </ul>	<ul style="list-style-type: none"> <li>-can explore, remember and repeat dance actions.</li> <li>-can compose and perform dance and short phrases.</li> <li>-Can vary levels and speed in sequence.</li> <li>-can describe how different dance movements make them feel.</li> <li>-can describe a short dance using appropriate language.</li> <li>-choose appropriate movements to communicate mood, feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-can improvise feely their own dance or with a partner.</li> <li>-attempt to translate abstract ideas into a dance, including moods, feelings and ideas independently.</li> <li>-can create and link phrases using a simple dance structure.</li> <li>-can perform dances with an awareness of rhythm on their own or in a group.</li> <li>-can use simple vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>-can confidently improvise freely on their own or with a partner.</li> <li>-can confidently translate abstract ideas into a dance.</li> <li>-beginning to create longer dance sequences in a larger group.</li> <li>-can explain the importance of warming up.</li> <li>-use simple dance vocabulary to compare and improve work.</li> <li>-can evaluate their own and others performances and comment or improvements.</li> </ul>	<ul style="list-style-type: none"> <li>-can explore ideas from different dance styles.</li> <li>-beginning to exaggerate dance movements and motifs.</li> <li>-demonstrates strong movements throughout a dance sequence.</li> <li>-can compose imaginative dance sequences and perform them expressively.</li> <li>-can organise their own warm up and cool down to suit activities.</li> <li>-can understand why it's important to warm up.</li> <li>-explore and create characters and narratives through interpretive dance.</li> <li>-uses more complex dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>-can explore, improve and combine movements.</li> <li>-can create multiple structures in various sections of dance.</li> <li>-demonstrates strong imagination when creating own dance sequences and motifs.</li> <li>-combines flexibility, techniques and movements to create a fluent sequence.</li> <li>-can understand why dance is good for fitness.</li> <li>-is able to move to the beat accurately in dance sequences.</li> <li>-improvises with confidence, still demonstrating fluency across their sequences.</li> <li>-identify the muscles being warmed up during stretches.</li> <li>-can comment on their own work and the work of others. Using feedback to improve.</li> <li>-identify the muscles being warmed up during stretches.</li> </ul>
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