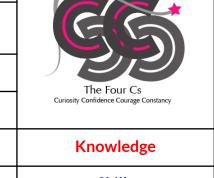
Fulbridge Curriculum





Arts and Creativity Curriculum

Section 1: Head
Section 2: Heart

Section 3: Hands

Skills

Skills breakdown

| Arts and Creativity Curriculum | | | Section 1: Head | | | Dance | | | |
|--------------------------------|---|---|---|---|--|---|---|--|--|
| Area of Curriculum | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Description and interpretation | Describe skills performed by yourself and/ or others. | Describe skills performed by yourself and/ or others. | Describe dances that you create and/or watch. | Describe and interpret dances that you create and/or watch. | Describe and interpret dances (including your own) using expressive language. | Describe and interpret dances (including your own), using expressive language, beginning to use dance terminology. | Describe and interpret dances (including your own) using expressive language and dance terminology. | Describe and interpret dances (including your own) using expressive language, including a range of appropriate dance terminology. | |
| Critical appreciation | Watch others perform in dance lessons. | Watch others perform in dance lessons. | Recognise a good dance performance. | Recognise a good performance and use information to make suggestions. | Make suggestions on your own performance and compare to others. | Compare your performance with previous performances (or rehearsals). | Compare your performance with previous performances (or rehearsals) and demonstrate improvement. | Compare your performances (or rehearsals) with previous ones and demonstrate improvement to achieve your personal best. | |
| Knowledge | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | Learn and understand age appropriate knowledge for dance. | |

| Arts and Creativity Curriculum | | | Section 2: Heart | | | Dance | | | |
|-----------------------------------|--|--|---|---|--|---|---|--|--|
| Area of Curriculum | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Participation and safety | Participate and enjoy taking part in dance activities. | Participate and enjoy taking part in dance activities. | Understand how to work safely in the dance space. | Understand how to work safely in the dance space, including participating in a warm up. | Participate in warm ups and cool downs and begin to understand why they are important. | Engage in warm ups and cool downs and understand that they prevent injury. | Understand how and why it is important to warm up and cool down. | Understand how and why it is important to warm up and cool down and select appropriate routines to prepare for dance. | |
| Choreography of emotion/character | Create dance actions to express feelings. | Create dance actions to express feelings. | Create dance phrases to communicate moods and feelings. | Create dance phrases to express and communicate ideas, moods and feelings. | Select phrases to create motifs to to express and communicate ideas, moods and feelings. | Create dance motifs to express and communicate ideas, moods and feelings. | Select and refine movements using simple compositional tools to create dances. | Explore dance ideas through improvisation, selecting and refining movements using simple compositional tools to create dances. | |
| Leadership | Demonstrate a dance skill to a group. | Demonstrate a dance skill to a group. | Lead a group when developing skills. | Lead/ support a group when developing skills. | Lead/ support/ organise a group when teaching skills or set choreography. | Lead/ support/ organise a group when teaching skills, set choreography or choreographing. | Be part of the modelled sessions for the whole class (with a teacher or peer). | Lead a warm up or dance rehearsal within the class. | |

| Arts and Creativity Curriculum | | | Section 3: Hands | | | Dance | | | |
|--------------------------------|---|---|--|--|---|--|---|---|--|
| Area of Curriculum | Nursery | Series 1 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Fundamental Skills | Learn fundamental dance skills. | Learn fundamental dance skills. | Develop fundamental dance skills. | Become competent and confident with fundamental dance skills. | Apply fundamental dance skills in set choreography. | Apply and refine fundamental dance skills in set choreography. | Demonstrate skills when choreographing. | Execute appropriate skills included when choreographing. | |
| Performance | Perform actions and phrases to an audience. | Perform actions and phrases to an audience. | Perform actions and phrases demonstrating coordination, rhythm and varying speed, size and direction. | Perform actions and dance phrases and be able to show a contrast in facial expression, speed, rhythm, tension, shape, size, direction and level. | Perform dances showing a clear link to a theme or topic and expressing the ideas through a range of pathways, transitions and formations. | Perform dances showing a clear link to a theme or topic and expressing the ideas through relationships, musicality and focus. | Perform dances based around a core motif, relating to a stimulus or common theme using a range of dynamics and demonstrating control. | Execute dances that are created around a core motif (relating to a stimulus or common theme) and demonstrate complementary and contrasting actions. | |
| Collaboration | Imitate movement in response to music. | Imitate movement in response to music. | Copy, repeat and explore actions and movement patterns from each other and/ or as demonstrated by the teacher. | Copy, remember and explore actions with control and coordination and be able to repeat. | Explore and develop actions with others with guidance or support. | Work independently and/or with others, with guidance or support. | Work for extended periods of time both independently and with others, with guidance or support. | Work for extended periods of time both independently and with others, with limited guidance and support. | |