

Creative Steps: Hands, Head, Heart progression

During key stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. Motif creation will be as a whole class with pupils contributing ideas. Within reception they will add starting and finishing positions, year 1 will begin to vary the actions, space and dynamics, and finally in year 2 they will develop motifs by changing the order and beginning to add other actions. Contact work will begin with simple contact shapes and develop onto counter balance and counter tension in pairs and eventually working in small groups.

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success. Motif creation in years 3 and 4 will start as whole class contribution with more complex variation and development in pairs and small groups. In years 5 and 6 creation can be class, individual, pairs or groups, and original and complex variation and development will be encouraged. Contact work will begin with counter balance and tension in pairs and groups, developing to supporting and giving weight and lifts.

	Hands	Head	Heart
Foundation Stage	<ul style="list-style-type: none"> • I can stop and start on request and hold a still shape • I can perform a range of jumps and hop on either foot 	<ul style="list-style-type: none"> • I can copy my teacher or others with some accuracy • I can name most body parts • I can name a range of actions 	<ul style="list-style-type: none"> • I can follow instructions • I can take turns with others
All –			
Most –	<ul style="list-style-type: none"> • I can travel in a range of ways different ways at different speeds e.g. skip, gallop, march, jog, tip toe • I am able to use different levels and simple directions appropriately • I can stretch my body parts in a range of different directions 	<ul style="list-style-type: none"> • I can explore simple ideas through actions and apply some dynamics. • I can follow a simple structure 	<ul style="list-style-type: none"> • I can find and sustain a safe degree of space from others • I can work with different partners • I can make appropriate physical contact with others when asked

<p>Some -</p>	<ul style="list-style-type: none"> I can balance in a variety of shapes 	<ul style="list-style-type: none"> I can use appropriate dynamics and consider space I can respond to music appropriately 	<ul style="list-style-type: none"> I can suggest ideas in response to a stimulus
<p>Year 1 All –</p> <p>Most –</p> <p>Some -</p>	<ul style="list-style-type: none"> I can use a number of different travelling actions using my feet and other parts of my body I can use different speeds and sizes to vary my actions I can balance in different shapes with some control I can name and perform a wide range of actions e.g. elevation, turning, gesture, travel, stillness, falling. I can link actions and perform with coordination and control 	<ul style="list-style-type: none"> I can accurately copy others or my teacher I can create and hold a starting or finishing position. I can respond to music and adjust my actions to the tempo I can follow a simple structure with some accuracy I am able to use different directions appropriately I can respond to a stimulus and suggest a range of dance ideas to fit a theme 	<ul style="list-style-type: none"> I can work safely by myself considering those around me I can work sensibly with different partners; taking turns and sharing I can listen carefully and follow instructions and ideas I can share my ideas with others I can contrast/complement my actions to those of my partner
<p>Year 2 All –</p> <p>Most –</p>	<ul style="list-style-type: none"> I know the difference between and can perform a wide range of travelling actions I can turn in both directions I can hold a sustained balance I can use speed and size to alter my actions to create an effect I can safely perform a range of jumps and hops 	<ul style="list-style-type: none"> I can remember a simple pattern of moves in order I am beginning to use movement to communicate an idea I can describe my actions and those of others accurately I can respond appropriately to a variety of musical genres 	<ul style="list-style-type: none"> I can work safely and creatively in a pair or in a small group I can work with a variety of different people

<p>Some -</p>	<ul style="list-style-type: none"> • I can turn on the spot without falling • I can co-ordinate simple upper body and lower body actions • I can use stillness as an effective part of my performance • I can explore, copy, remember and repeat a sequence of actions performing with fluency 	<ul style="list-style-type: none"> • I can explore different ways of performing the same action • I can use simple directions, levels and dynamics in my descriptions • I can respond to suggestions to use different dynamics or aspects of space • I can create a performance with a clear structure. • I can use unison, canon and mirroring confidently • I can use a variety of different formations 	<ul style="list-style-type: none"> • I can listen to the ideas of others and tell them about my own • I can help and support others by giving helpful feedback • I can receive the feedback of others and use it to improve my dance ideas • I can describe dance ideas to others using some specific dance vocabulary.
<p>Year 3 All –</p> <p>Most –</p>	<ul style="list-style-type: none"> • I can use stillness effectively • I can differentiate between and perform a wide range of travelling actions with a degree of accuracy • I can sustain a static or dynamic balance • I can turn on the spot with control • I can turn confidently in both directions • I can differentiate between and perform a wide range of gestures 	<ul style="list-style-type: none"> • I can describe actions, space and dynamics • I can suggest variations to an action • I can remember a pattern of moves with a degree of accuracy • I can structure my work • I can use unison, canon, mirroring and contact work • I can use a variety of formations and change between them easily 	<ul style="list-style-type: none"> • I can anticipate any safety issues and take avoiding action • I can work in pairs or small groups with a range of people • I can contribute ideas to a group or pair • I can express my dance ideas to a partner

<p>Some -</p>	<ul style="list-style-type: none"> • I can safely perform a range of jumps and can control my size and dynamics • I can co-ordinate upper body and lower body actions • I can think about using size and speed of actions to create an effect • I can perform a sequence of actions with accuracy and fluidity 	<ul style="list-style-type: none"> • I can generate more than one idea in response to a task • I can identify sections in music and structure my work to fit the music • I can describe simple relationships e.g. solo, duet, unison etc. • I can describe my actions and those of others with some detail • I can select and refine my ideas to communicate the stimulus. 	<ul style="list-style-type: none"> • I can give and receive constructive feedback • I can respond to the ideas of others
<p>Year 4 All –</p> <p>Most –</p>	<ul style="list-style-type: none"> • I can turn on the spot in both directions with control • I can safely perform a range of jumps in combination • I can sustain a static or dynamic balance • I can use stillness effectively paying attention to the whole body • I can perform a wide range of travelling actions using size, directions and speeds effectively • I can use facial expression to give a sense of character or mood 	<ul style="list-style-type: none"> • I can generate several ideas in response to a task • I can suggest how work can be structured • I can suggest several variations to an action e.g. dynamics & space • I can use unison, canon, mirroring and contact work including simple weight-sharing actions • I can choose formations to give a particular effect and consider transitions • I can use a variety of action, space and dynamic words 	<ul style="list-style-type: none"> • I can work in groups of a variety of sizes with a range of people • I can respond to the ideas of others and combine ideas • I can listen and watch attentively • I can regularly contribute ideas • I can give sensitive feedback • I can receive feedback in a constructive manner

<p>Some -</p>	<ul style="list-style-type: none"> I can perform a wide range of gestures and use them to convey meaning I can perform motifs accurately with consideration to rhythmic and spatial elements 	<ul style="list-style-type: none"> I can describe relationships e.g contrast, formations, contact work etc. I can identify different musical tempo, rhythm, structure and mood I can give a detailed description of my own and others' actions 	<ul style="list-style-type: none"> I can describe dance ideas to another person using some dance terminology
<p>Year 5 All –</p> <p>Most –</p> <p>Some -</p>	<ul style="list-style-type: none"> I can perform a variety of turns on the spot with control I can safely perform a range of jumps and in combination when travelling I can use stillness paying attention to tension and extension in the whole body I can perform and adapt a wide range of travelling actions using different pathways I can perform a wide range of gestures and use them to convey meaning accurately I can sustain a variety of static and dynamic balances I can perform expressively to give a sense of character or mood 	<ul style="list-style-type: none"> I can use unison, canon, mirroring, contact work, contrast and complement I can generate several ideas in response to a task, selecting and ordering them well I can choose a range of formations and transitions to give particular effects I can suggest and demonstrate variations to an action e.g. changing the dynamics or space I can suggest how work can be structured and can justify my reasons I can use a wide variety of action, space and dynamics words I can describe relationships and what this communicates I can identify how different tempo, rhythm, structure and mood 	<ul style="list-style-type: none"> I can work in groups of various sizes with a range of people taking on different roles I can respond to the ideas of others and combine ideas I can give sensitive feedback and receive feedback in a constructive manner I can describe dance ideas to another person using a

	<ul style="list-style-type: none"> • I can remember a complex pattern of moves and perform them with a good degree of repetition and accuracy 	<p>contribute towards the overall effect</p> <ul style="list-style-type: none"> • I can describe my own actions and those of others with detail and communicate a dance idea 	<p>good level of dance terminology</p>
<p>Year 6</p> <p>All –</p> <p>Most –</p> <p>Some -</p>	<ul style="list-style-type: none"> • I can perform and adapt a wide variety of travelling actions using different pathways consistently and accurately • I can perform a wide variety of gestures and use them to convey meaning consistently and accurately <ul style="list-style-type: none"> • I can use stillness effectively paying attention to tension and extension in the whole body • I can use emphasis effectively • I can use focus effectively • I can sustain a variety of static or dynamic balances with a sense of aesthetics <ul style="list-style-type: none"> • I can use facial expression sensitively to give a sense of character or mood • I can perform accurately with control and fluency consistently. 	<ul style="list-style-type: none"> • I can use unison, canon, mirroring, question and answer, contact work, contrast and complement confidently • I can generate several ideas in response to a task and select and order work logically <ul style="list-style-type: none"> • I can select a range of formations and transitions to give particular effects and justify my choices • I can suggest challenging variations to an action • I can use a wide variety of action, space and dynamic words • I can describe relationships and reason when and why they might be used and what they might suggest <ul style="list-style-type: none"> • I can suggest how work should be structured and justify my reasoning, considering repetition and a sense of climax • I can consider how different music can impact on a dance • I can describe my own work and 	<ul style="list-style-type: none"> • I can successfully work in a group of a variety of size and take on different roles • I can regularly contribute original ideas <ul style="list-style-type: none"> • I can select group sizes to maximise the effectiveness of an idea • I can respond constructively to the ideas of others and combine ideas <ul style="list-style-type: none"> • I can give sensitive feedback articulating what the dance conveyed and justifying my reasoning • I can describe dance ideas to another person using a

		<ul style="list-style-type: none">• those of others, communicating with sensitivity.	range of dance terminology effectively
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