



Be the best that we can be.



EBJ Knowledge Organiser PE

Dance Year 3, 4, 5 and 6



Why do we include dance in our curriculum?

Progression in Key Skills

Develop Physical Literacy

Dance improves:

- coordination
- balance
- flexibility
- control
- strength and stamina

Encourage creativity and self-expression

Dance is the only part of PE where children *create* rather than compete.

It allows pupils to:

- express feelings
- explore ideas through movement
- develop imagination
- make stylistic choices

This supports the arts, English and wider creative development.

Build confidence and performance skills

Dance gives children opportunities to:

- perform to others
- refine work
- work on timing and rhythm
- take pride in their creations

These are valuable life skills for public speaking and presentations.

Improve teamwork and collaboration

Dance often involves working in pairs or groups. Children learn to:

- share ideas
- negotiate movements
- match timing with others
- cooperate creatively

This is excellent for social development.

Develop musical awareness

Dance enhances:

- rhythm
- timing
- listening skills
- understanding of musical structure

This links directly to the music curriculum.

Support mental health and wellbeing

Movement and creative expression help pupils:

- reduce stress
- regulate emotions
- develop self-esteem
- experience joy and freedom in movement

In Year 3 we:

- Create dance phases that communicate ideas, working with a partner and in a small group using canon and unison.
- Repeat, remember and perform these phases in a dance.
- Use dynamic and expressive qualities in relation to an idea.
- Use counts to keep in time with a group and music.
- Recognise and talk about the movements used and the expressive qualities of dance.

In Year 4 we:

- Respond imaginatively to a range of stimuli related to character and narrative.
- Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.
- Use formation, canon and unison to develop a dance.
- Refine, repeat and remember dance phases and dances.
- Perform dances clearly and fluently.
- Describe, interpret and evaluate dance, using appropriate language.

In Year 5 we:

- Adapt and refine actions, dynamics and relationships in a dance.
- Perform different styles of dance clearly and fluently.
- Recognise and comment on dances, showing an understanding of style.
- Suggest ways to improve their own and other people's work.

In Year 6 we:

- Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.
- Adapt and refine actions, dynamics and relationships to improve a dance.
- Choreograph a dance using props.
- Perform dances fluently and with control.
- Use appropriate language to evaluate and refine their own and others' work.

Dance can be especially beneficial for children who may not enjoy competitive sport.

Teach discipline and perseverance

Choreography requires:

- practice
- repetition
- refining movements
- patience

This mirrors learning habits needed across the curriculum.

Non-Physical Skill Focus

In our dance units we raise the importance of developing non-physical skills. In particular, the focus is on developing our self-confidence and self-awareness.

In Year 3 our targets we develop are:

- I have begun to challenge myself
- I can show and tell others my ideas confidently
- I ask and accept help from peers when appropriate

In Year 4 our targets we develop are:

- I cope well and react positively when things become difficult
- I can take on various roles and responsibilities
- I recognise my strengths and weaknesses and accept suggestions to improve

In Year 5 our targets we develop are:

- I can persevere with a task
- I can guide a small group through a task
- I seek advice from a variety of sources to help me to improve

In Year 6 our targets we develop are:

- I see all new challenges as opportunities to learn and develop
- I can guide a large group through a task
- I can accept critical feedback and make changes

Enjoying dance?

What career could you take this enjoyment into?

- Musical Theatre Performer: Combining dancing, singing and acting in shows and tours.
- Choreographer: Creating dance routines for performances, competitions, artists, or schools.
- Dance Teacher: Teaching in schools, dance studios, colleges or community groups.
- Dance Fitness Instructor: Leading classes such as Zumba, aerobics, dance workouts or movement therapy.
- Dance Director for TV/Film: Planning dance scenes for movies, adverts and music videos.
- Dance Photographer/Videographer: Capturing dance performances, rehearsals and creative movement.
- Costume or Set Designer: Designing outfits or staging for dance shows and theatre productions.
- Movement Therapist / Dance Therapist: Using movement to help people express feelings, improve wellbeing and build confidence.
- Arts Administrator or Event Manager: Helping organise performances, festivals, studios or theatre programmes.
- Stage Crew / Lighting & Sound Technician: Supporting performances behind the scenes — lighting, music, stage effects.
- Sports Scientist / Physiotherapist (Dance Specialist): Helping dancers stay healthy, recover from injury and improve physical performance.



Key Vocabulary

In Years 3 and 4 we develop understanding of: partner, copy, lead, unison, canon, repeat, structure.

In Years 5 and 6 we develop understanding of: improvisation, character, gesture, mobilise, rhythm, action and reaction motif, phrase, section form (e.g. AB, ABAC, ABA), artistic intention, exploration, interpretation.

