

Expressive Arts - Dance



Progression Overview (Second, Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
											Used in some curricular areas only		

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Dance some Benchmarks are pre-requisites of others. Where this occurs, Benchmarks appear in phases other than 1,4,7,10 and 13 to show the progression. For reference the [Fife Progression Pathways](#) can be accessed here.

		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
		Identifies key features of various styles and cultures and can create/present movement sequences to an audience. Responds imaginatively to stimuli and understands that different cultures have different music styles for dance, for example Scottish Traditional music. Performs traditional Scottish steps, for example pas de basque, in time to traditional Scottish music. Shows a knowledge of the impact of practising dance routines in order to improve skill and quality. Provides and accepts constructive feedback, showing an awareness of being a respectful audience member. Shares and discusses thoughts and feelings in response to dance.	Researches dances from specific genres or cultures and recognises steps/formations from at least one culture other than Scotland, understanding that different music styles accompany dances. Creates and contributes dance moves collaboratively, for example as part of a class or group dance. Explores and includes props or costumes to enhance a dance idea, responding imaginatively and appropriately to a range of stimuli. Continues to develop knowledge and performance of Scottish dance. Performs dances in front of a smaller peer group and discusses performance feedback, beginning to self-assess my work and modify	Performs two different styles of dances from other cultures, in addition to more than one Scottish dance as part of a set. Creates and performs short original dance pieces to music or rhythm, identifying the key features of a variety of different styles of dance. Uses given criteria and own knowledge to assess and give feedback on others' dances. Modifies performance based on self-assessment and feedback. Develops and refines own dance repertoire through continued exploration and practice. Selects and applies dance skills to create dance that shows variation, for solo	Rehearses skills and techniques required to execute particular moves and sequences to a rhythm or beat, such as style-specific steps. Performs fluent sequences and uses props confidently within a routine. Begins to develop an understanding of choreographic devices. Performs with some confidence and shows understanding of a range of different styles of dance from different cultures and the rhythms/music which often accompany them. Builds on the contributions of others in developing ideas for a shared dance, for example, by asking and answering questions.	Develops an understanding of how spatial elements and performance skills, for example focus and projection, enhance a routine. Explores the use of choreographic devices like canon, mirroring, and unison when creating original motifs and movement phrases. Uses appropriate dance vocabulary when providing feedback, for example discussions about quality of movements or identifying specific techniques that have been used. Rehearses skills and techniques required to execute particular moves and sequences to a rhythm or beat. Evaluates what works well and what could be improved or different in their own and others' work, including visiting artistes, using appropriate dance vocabulary. When creating and	Applies at least three choreographic devices, for example, canon, unison, repetition, mirroring, change of timing, direction and levels. Demonstrates control and fluency in a range of dance actions and sequences which can be repeated or changed.	Performs confidently, with control and fluency, a range of movement sequences which are relevant to different dance styles and cultures. Extends and develops movement repertoire by researching and participating in a range of dance genre and styles from different cultures. Gives a personal response, with justification, about the value and purpose of rehearsal for a performance. Identifies key features in a dance and explains in detail how ideas and feelings can be portrayed through dance movement, using appropriate dance vocabulary consistently. Evaluates technical aspects of their own and others' work, including professionals, for example, shows understanding of how stimulus is used as inspiration to create a movement repertoire, which can be repeated, varied or adapted. When creating and performing their own dance: demonstrates coordination, control and fluency consistently. Selects and applies appropriately a range of choreographic devices, for example, timing, pathways, spatial awareness, levels, unison, canon, repetition and variation. Choreographs dance motifs from a range of stimuli, for example, auditory (music), visual (pictures), prose (poems) and colour (mood). Shows artistic intention through creative use of, for example, different dance techniques, narrative (where a story is told), props, costume, motif, dynamics, mood and gesture. Applies theatre arts technology effectively, demonstrating understanding of how performance can be enhanced by, for example, lighting, costume, make-up and props. Takes account of audience groups of differing sizes and familiarity.

		Shows understanding of the key features of dance from a range of styles and cultures through dance performance. Demonstrates coordination and some control in a range of dance actions and sequences.	future performances. Discusses specific elements of a dance routine, for example, exploring why a dance routine stimulates specific feelings. Creates, rehearses and performs a short original dance piece, comprising of several sequences to music or a rhythm. Justifies own creative choices using appropriate dance vocabulary, for example, explains explosive movements inspired by fireworks in terms of speed and levels.	or group performance. Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.		performing their own dance.		
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