

Expressive Arts - Dance



Progression Overview (Early, First and Second 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.

		Early		First			Second		
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		Begins to understand spatial awareness. Explores gestures through play and shows an understanding of what they represent. Explores different ways to move the body, for example walking, jumping, crawling, through play. Begins to explore moving the body keeping in time to the beat and tempo of music. Performs a range of simple, repeated, intentional movements and gestures. Uses space and resources creatively. Watches dance pieces as part of an audience and acknowledges them. Shows an understanding that dance consists of combined movements and gestures, usually performed with music or a beat. Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving	Chooses and explores ways of moving rhythmically, expressively and playfully. Shows a range of simple, repeated, intentional movements and gestures in accordance to music they hear. Explores a range of movements and performs movements to suit the tempo and beat of music. Participates in dance that is taught and/or creative movement invented by peers. Shares their responses to stimuli through movement with, for example, peers or practitioners. Shares views and listens appropriately to the views of others on their own or others' work.	Learns and performs to others, a series of short dance actions and simple formations. Understands some different forms of dance and uses stimuli to express ideas. Explores the structure of a dance knowing that it has a beginning and end. Talks about the emotions that they feel when taking part in a dance session. Listens to and identifies suggestions for improvement. Creates, rehearses and performs short dance sequences, working on their own and with others. Identifies and performs the body actions of turn, jump, gesture, pause and full, with some degree of control. Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.	Learns and performs a short dance that has a beginning, middle and end. Creates dance sequences using different speeds and/or levels. Explore a range of stimuli to express ideas through dance. Performs specific steps, for example side steps and circle round with hands, using traditional Scottish music. Shows a dance to an audience, allowing for suggestions to improve the performance. Demonstrates the ability to discuss and explain thoughts and feelings during dance sessions. Creates new dance movements and sequences using	Demonstrates an awareness of different dance types. Shows a dance to an audience and accepts and acts on suggestions for improvements, beginning to reflect on my own feedback. Understands some of the different forms of dance, for example, Scottish, Irish, Bollywood, tap, ballet, jazz, hip hop and ballroom. Demonstrates understanding of simple formations, such as circles or squares, through taking part in group dance. Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others'	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. Demonstrates the ability to perform 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.	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 or group performance. Explains, with supporting reasons, what works well

		reasons for likes and dislikes. Begins to express how dance makes them feel e.g. smiling because it made me happy, frown because it made me sad		their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety. Explores rhythm, movement and space and increases possibilities for expression through movement. Shares thoughts and feelings by expression personal views in response to experiencing live or recorded dance performance.	work, using some dance vocabulary.	Shares and discusses thoughts and feelings in response to dance. 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.	and what could be improved in their own or others' work, using appropriate dance vocabulary.
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