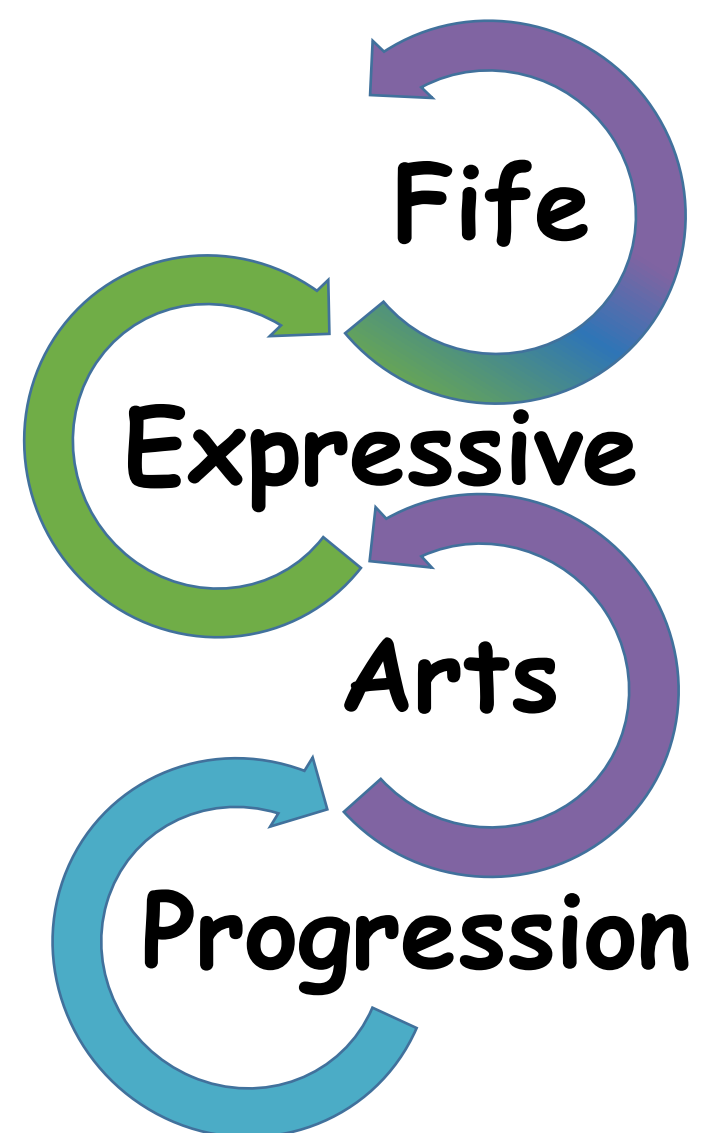




Dance

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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

Unlike many resources that present Dance skills as discrete and logically ordered & prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for children and young people to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all children and young people have an equitable experience to develop skills for their learning, life and work.

We are very grateful to the work of the Dance Workstream, within the Fife Expressive Arts Steering Group for their time and expertise. We are also very grateful to their Schools, Clusters and Local Improvement Forums for their sharing of good practice.

GUIDANCE

The Fife Expressive Arts Progression sets out a clear set of learning experiences and outcomes from the following Curriculum for Excellence Expressive Arts strands:

Art & Design

Drama

Dance

Music

The purpose of this document is to provide a continuum of learning both within a level and through the Early, First, Second, Third and Fourth levels. The developmental stages of learning, together with the skills of Creativity & Innovation, are clearly documented and this will support teachers when identifying starting points for children and young people. The progression is intended to assist teachers as they plan and assess their Expressive Arts curriculum.

The 'Points to Consider' and 'Glossary' sections will be built up as feedback is received on this document.

Experiences and outcomes are represented by a progression through the level pathway. The tiles are arranged to emphasise progression within the skills relevant to the specific Expressive Art strand. The learning pathway through each level has been shown across the three themes of creating, presenting and knowledge & understanding. As children and young people progress through the levels the distinction between creating, presenting and knowledge & understanding becomes more defined. At early level these boundaries are not defined since much of the learning is acquired through play experiences.

CREATING (C) - involves children and young people working individually or collaboratively on voice, movement and expression to create and develop pieces as appropriate to the strand.

PRESENTING (P) - involves presentation/performance and review of the results of the creation process, decision-making rehearsal, presentation etc.

KNOWLEDGE & UNDERSTANDING (K&U) - involves children and young people demonstrating what they know through evaluation, reflection and target setting by applying skills and using relevant terminology to show their breadth and depth.

Knowledge & understanding of techniques, vocabulary and strand-specific terminology are demonstrated through the process of presenting/performing as well as responses and evaluations. Application of knowledge & understanding is a key aspect of assessment and demonstrates secure attainment at each level. This can be verbal responses, written or group discussion (which can be teacher-led). Use of terminology (see appendices, glossary and pathway tiles) should be built throughout the BGE experience.

The Fife Expressive Arts Progression focuses on developing increasingly sophisticated and refined creating, presenting, evaluating and appreciating skills which can be used to develop a lifelong appreciation of, and participation in, expressive arts and cultural activities.

The "glossary" and appendices sections have been provided to ensure consistency across all levels for the use of subject specific vocabulary. By using the correct terminology, from the beginning, it allows for the consistent progression of skills and knowledge together with providing opportunities for links to be made to the real world.

Early Level Experiences and Outcomes Dance

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-08a

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-09a

I have opportunities to enjoy taking part in dance experiences.

EXA 0-10a

I can respond to my experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-11a

Points to Consider Early Level

• Through dance, children and young people have rich opportunities to be creative and to experience inspiration and enjoyment. • Creating and performing will be the core activities for all children and young people, and taking part in dance contributes to their physical education and physical activity. • Children and young people develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. • They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others. Appendix 1 - Dance: 5 Elements describes the 5 elements which are considered when creating movement. Appendix 2: Choreographic Devices and Structures gives suggestions of ways in which the 5 elements can be manipulated to create new movement (Devices) and of ways to arrange the new movements into a dance (Structures). Appendix 3 - Thinking about Choreography contains questions and prompts to use with children and young people as they develop their own dances. Throughout this process children and young people should be encouraged to reflect on and evaluate their own and others' work, using this to inform development of their piece. Useful links: Scottish Country Dance BBC Dance Resources: Let's Move (age 5-7)	GLOSSARY Vocabulary from the pathway • Spatial awareness - the ability to understand where other people and things are located in relation to one self. At the early level, children should show an awareness of other people and things in their environment. • Static - no movement • Gesture - a movement of part of the body to express an idea or emotion. • Beat - the repetitive/frequent pulse of music that occurs repeatedly and this is what we count in dance. • Tempo - this is the rate of speed of a musical piece. Vocabulary to encourage • Timing - this refers to moving to the beat of music. • Audience - the assembled group of people who watch the performance.
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Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

Early Level

AIM: To begin to: explore and participate in dance activities through exploring movement; develop performance skills; and say how dance makes us feel.

EXA 0-01a, EXA 0-08a, EXA 0-09a, EXA 0-10a, EXA 0-11a

C Shows an understanding of dance by combining a range of movements and gestures to a beat of music.

C Show range of gestures and movements in accordance to music they hear.

C Explore using the space
e.g the floor space.

C Explore the use of gestures through play.

C Explore different ways to move your body e.g walking, jumping, crawling.

C Explore keeping in time to the beat and tempo of music.

P Perform a dance piece in front of an audience.

P Movements are performed to suit the tempo and beat of the music.

P Showing an awareness and understanding of what different gestures represent.

P Explore performing through play opportunities.

P Show how my dance makes me feel
e.g. smile because it made me happy;
frown because it made me sad.

K&U Change my dance using the suggestions from my peers (supported).

K&U Be a part of an audience and tell my peers what was good about their dance.

K&U Show an understanding of spatial awareness while moving.

K&U Talk about how my dance made me feel e.g. happy/sad.

K&U Be part of an audience.

K&U Use space safely and creatively as I move and dance.

K&U Talk about how my dance made me feel using a wider range of emotions.

K&U Be part of an audience and tell my peers if I liked their dance.

K&U Listen to what others say about my dance.

P Explore performing a dance piece.

K&U Begin to understand spatial awareness in a static position.

K&U Acknowledge the performance e.g. clap.

Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
CREATING & PRESENTING	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-09a I have opportunities to enjoy taking part in dance experiences. EXA 0-10a	• Performs a range of simple, repeated, intentional movements and gestures. • Uses space and resources creatively. • Chooses and explores ways of moving rhythmically, expressively and playfully. • Participates in dance that is taught and/or creative movement invented by peers. • Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat. • Shares their responses to stimuli through movement with, for example, peers or practitioner.
EVALUATION & APPRECIATION	I can respond to my experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-11a	• Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.

First Level Experiences and Outcomes Dance

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 1-01a

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.

EXA 1-08a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 1-09a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.

EXA 1-10a

I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-11a

Points to Consider First Level

GLOSSARY	
• Through dance, children and young people have rich opportunities to be creative and to experience inspiration and enjoyment. • Creating and performing will be the core activities for all children and young people, and taking part in dance contributes to their physical education and physical activity. • Children and young people develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. • They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others. Appendix 1 – Dance: 5 Elements describes the 5 elements which are considered when creating movement. Appendix 2: Choreographic Devices and Structures gives suggestions of ways in which the 5 elements can be manipulated to create new movement (Devices) and of ways to to arrange the new movements into a dance (Structures). Appendix 3 – Thinking about Choreography contains questions and prompts to use with children and young people as they develop their own dances. Throughout this process children and young people should be encouraged to reflect on and evaluate their own and others' work, using this to inform development of their piece. Useful links: Scottish Country Dance BBC Dance Resources: Time to Move (age 6-8) Step-by-Step: Primary Dance	Vocabulary from the pathway • Beat - the repetitive/frequent pulse of music that occurs repeatedly and this is what we count in dance. • Demonstrate - show with action(s)/ the act of showing the dance movement. • Gesture - a movement of part of the body to express an idea or emotion. • Perform - present to an audience • Repertoire - a range of dance movements and dances that a performer knows and is prepared to perform. • Spatial awareness - the ability to understand where other people and things are located in relation to one self. At the early level, children should show an awareness of other people and things in their environment. • Static - no movement • Tempo - this is the rate of speed of a musical piece. Vocabulary to encourage • Audience - the assembled group of people who watch the performance. • Movement - moving the body rhythmically, usually to music and usually to convey an emotion or idea. • Speed - the rate at which someone or something moves. This could depend on the tempo of the music in dance. • Tempo - the rate of speed of a musical piece. • Timing - this refers to moving to the beat of the music.

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

First Level

AIM: To participate in dance activities to develop performance skills; develop an awareness of other dance styles; describe how dance makes you feel; develop dance techniques.

E & O code: EXA 1-08a, EXA1-09a, EXA1-10a, EXA1-11a

C + P Develop and demonstrate a repertoire of movements where dances can be created.

C + P Develop and demonstrate a repertoire of movements where sequences can be created.

P Learn, rehearse and perform dances from a few genres/cultures.

K&U Talk about emotions that I feel in response to watching others dance.

K&U Show my dance to others and accept and act on suggestions for improvements.

C Create dance sequences using different speeds and/or levels.

C Create dances that show a clear beginning, middle and end.

C Use a range of stimuli to express ideas through dance.

P Perform skip change ([Travelling step drop down](#)) and slip (side) step ([Circle or Hands Round drop down](#)) in time to traditional Scottish music.

K&U Talk about the emotions that I feel when taking part in a dance session and say/explain why I'm feeling that way.

K&U Make suggestions to improve my own dance.

C Create short dance sequences using a range of actions (e.g jump, turn and travel).

P Learn and perform a short dance.

K&U Become aware of different dance types.

C + P Develop and demonstrate a range of dance actions to respond to a range of stimuli.

P Show my dance to others.

K&U Show my dance to others and accept suggestions for improvement (e.g. acknowledged by nodding etc).

K&U Talk about emotions that I feel when taking part in a dance session and begin to say why I feel that way.

C Create a dance with a beginning and an end.

P Learn and perform a series of short dance actions.

P Perform some basic skipping or side steps ([Circle or Hands Round drop down](#)) in time to traditional Scottish music.

K&U Talk about emotions that I feel when taking part in a dance session.

K&U Listen to suggestions for improvement.

First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
CREATING & PRESENTING	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 1-01a I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a	Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control. Creates, rehearses and performs short dance sequences, working on their own and with others. Creates new dance movements and sequences using 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. 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 in part in group dance. Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.
EVALUATION & APPRECIATING	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-11a	Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance. Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

Second Level Experiences and Outcomes Dance

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 2-01a

I can explore and choose movements to create and present dance, developing my skills and techniques.

EXA 2-08a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 2-09a

I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.

EXA 2-10a

I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-11a

Points to Consider Second Level

• Through dance, children and young people have rich opportunities to be creative and to experience inspiration and enjoyment. • Creating and performing will be the core activities for all children and young people, and taking part in dance contributes to their physical education and physical activity. • Children and young people develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. • They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others. Appendix 1 – Dance: 5 Elements describes the 5 elements which are considered when creating movement. Appendix 2: Choreographic Devices and Structures gives suggestions of ways in which the 5 elements can be manipulated to create new movement (Devices) and of ways to to arrange the new movements into a dance (Structures). Appendix 3 – Thinking about Choreography contains questions and prompts to use with children and young people as they develop their own dances. Throughout this process children and young people should be encouraged to reflect on and evaluate their own and others' work, using this to inform development of their piece. Useful links: Scottish Country Dance BBC Dance Resources: Dance Workshop (age 9-11) Step-by-Step: Primary Dance Examples of dance styles: (list is not exhaustive) Hip-hop, Ballet, Contemporary, Lyrical, Scottish Country, Highland, Jazz etc	GLOSSARY Vocabulary from the pathway • Beat - the repetitive/frequent pulse of music that occurs repeatedly and this is what we count in dance. • Choreography - the act of designing/creating a dance. • Demonstrate - show with action(s)/ the act of showing the dance movement • Formations - the arrangement of the dancers, usually in linear or circular form in couples, who perform a routine as part of a larger group. • Gesture - a movement of part of the body to express an idea or emotion. • Perform - present to an audience • Repertoire - a range of dance movements and dances that a performer knows and is prepared to perform. • Rhythm - a sequence of repeated movements marked by the regulated succession of strong and weak elements. • Routines - a sequence of actions regularly followed. • Sequence - a preset pattern of movements that are followed by the dancer. • Spatial awareness - the ability to understand where other people and things are located in relation to oneself. At the early level, children should show an awareness of other people and things in their environment. • Static - no movement • Tempo - this is the rate of speed of a musical piece. Vocabulary to encourage • Audience - the assembled group of people who watch the performance. • Speed - the rate at which someone or something moves. This could depend on the tempo of the music in dance. • Tempo - the rate of speed of a musical piece. • Timing - this refers to moving to the beat of the music. • Movement - moving the body rhythmically, usually to music and usually to convey an emotion or idea.
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Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

Second Level

AIM: To participate in dance activities to: develop performance skills; apply dance techniques; develop musicality; develop an understanding of constructive feedback.

E & O Codes: EXA 2-08a, EXA 2-09a, EXA 2-10a, EXA 2-11a

C + P Select appropriate skills, stimuli, props and costumes to enhance a dance performance.

P + K&U Perform two different styles of dance from other cultures.

K&U Comment on the work of others constructively, using dance vocabulary.

K&U Justify own creative choices using appropriate dance vocabulary. E.g. explains explosive movement inspired by fireworks in terms of speed and levels.

P Perform more than one Scottish dances as part of a set.

C Include and use props or costume to enhance a dance idea.

K&U Identify the key features of a variety of different styles of dance.

K&U Dance with increasing accuracy of styles and steps.

K&U Use given criteria and my knowledge of dance to comment on others' dances.

C + P Creates, rehearses and performs a short original dance piece, comprising several sequences to a rhythm or music.

C Choreograph an original dance piece comprising of several sequences.

K&U Understand different cultures have different music styles that accompany dances.

K&U Discuss, beginning to say why, my thoughts and feelings in response to dance. E.g. what in the dance routine made you think this or feel that way?

P Develop my knowledge and performance of Scottish dance.

P Perform my work for a small audience and make improvements to my dance based on their comments.

K&U Research dances from a given dance genre/ culture.

K&U Modify my performance after self-assessment.

C + K&U I can respond imaginatively and appropriately to a range of stimuli.

C Create and contribute dance actions as part of a class dance based on another country or culture.

P + K&U Recognise and perform steps or formations from Scotland and at least one other culture.

K&U Give and accept constructive feedback with good manners.

K&U Have knowledge of how practicing dance routines in order will improve skill and quality.

C + P Create dance and movement sequences and present them to an audience.

P + K&U Perform pas de basque ([Setting Step drop down](#)) in time to traditional Scottish music.

K&U Contribute to a performance as part of a quality audience.

K&U Share my thoughts and feelings in response to dance.

Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
CREATING AND PRESENTING	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2-01a I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 2-09a I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a	- 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. - Creates, rehearses and performs a short original dance piece, comprising several sequences, to music or a rhythm. - 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.
EVALUATION AND APPRECIATION	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-11a	- Justifies own creative choices using appropriate dance vocabulary, for example, explains explosive movement inspired by fireworks in terms of speed and levels. - Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.

Third Level Experiences and Outcomes Dance

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.

EXA 3-01a

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.

EXA 3-01b

I have created and taken part in dance from a range of styles and cultures.

EXA 3-08a

I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 3-11a

Points to Consider Third Level

- Through dance, children and young people have rich opportunities to be creative and to experience inspiration and enjoyment.
- Creating and performing will be the core activities for all children and young people, and taking part in dance contributes to their physical education and physical activity.
- Children and young people develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences.
- They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

Appendix 1 – Dance: 5 Elements describes the 5 elements which are considered when creating movement.

Appendix 2: Choreographic Devices and Structures gives suggestions of ways in which the 5 elements can be manipulated to create new movement (**Devices**) and of ways to to arrange the new movements into a dance (**Structures**).

Appendix 3 – Thinking about Choreography contains questions and prompts to use with children and young people as they develop their own dances.

Throughout this process children and young people should be encouraged to reflect on and evaluate their own and others' work, using this to inform development of their piece.

GLOSSARY

Vocabulary from the pathway

- **Beat** - the repetitive/frequent pulse of music that occurs repeatedly and this is what we count in dance.
- **Choreography** - the act of designing/creating a dance.
- **Choreographic devices** - a method applied to a movement phrase that changes or develops the phrase such as CANON. You can find a list of choreographic devices and structures in Appendix 2.
- **Demonstrate** - show with action(s)/ the act of showing the dance movement
- **Formations** - the arrangement of the dancers, usually in linear or circular form in couples, who perform a routine as part of a larger group.
- **Gesture** - a movement of part of the body to express an idea or emotion.
- **Perform** - present to an audience
- **Repertoire** - a range of dance movements and dances that a performer knows and is prepared to perform.
- **Rhythm** - a sequence of repeated movements marked by the regulated succession of strong and weak elements.
- **Routines** - a sequence of actions regularly followed.
- **Sequence** - a preset pattern of movements that are followed by the dancer.
- **Spatial awareness** - the ability to understand where other people and things are located in relation to one self. At the early level, children should show an awareness of other people and things in their environment.
- **Static** - no movement
- **Tempo** - this is the rate of speed of a musical piece.

Vocabulary to encourage

- **Audience** - the assembled group of people who watch the performance.
- **Speed** - the rate at which someone or something moves. This could depend on the tempo of the music in dance.
- **Tempo** - the rate of speed of a musical piece.
- **Timing** - this refers to moving to the beat of the music.
- **Movement** - moving the body rhythmically, usually to music and usually to convey an emotion or idea.

Third Level

AIM: To participate in dance activities to: develop performance skills; apply dance techniques; develop musicality; develop ability to give and respond to constructive feedback.

E & O code EXA 3-01a; 3-01b; 3-08a; 3-11a

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

P=Presenting

Applies at least 3 choreographic devices when creating a dance sequence. E.g. canon, mirroring & unison.

Creates a sequence of movement using a variety of stimuli with a focus on quality, leading to a successful performance.

Record performance using iPads and identify strength and areas for development.

Work with others to build and share ideas to develop routine.

Takes account of views of others and uses this to clarify or adapt thinking.

Create own assessment criteria for performances and use them as a peer/self-assessment tool.

Develop understanding of performance skills and how they enhance overall performance.

Performs actions that involve smooth transitions from one phrase to another.

Demonstrates flair, originality and imagination with increasing refinement when creating a routine.

Understand how spatial elements impact a dance routine and how to implement them in own routine.

Uses feedback to modify and enhance performance.

Uses appropriate dance vocabulary when providing feedback to others i.e. discussions about quality and dynamics of movements.

Takes responsibility for decisions under pressure that lead to improved performance.

Watch a dance performance and identify 3 performance skills/techniques that have been used.

Can create a motif/ movement phrases and use them in a routine.

Rehearse skills and techniques to improve performance.

Performs a fluent sequence with confidence.

Performs style specific steps from a variety of dance styles. E.g. ski wing in contemporary dance.

Develops understanding of choreographic devices and why we use them.

Recognises the variety of emotions that are associated with performing and the impact they have during a performance.

Performs confidently using props in a dance routine.

Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
CREATING AND PRESENTING	I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. EXA 3-01a I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. EXA 3-01b I have created and taken part in dance from a range of styles and cultures. EXA 3-08a	- 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. - Rehearses skills and techniques required to execute particular moves and sequences to a rhythm or beat. - Builds on the contribution of others in developing ideas for a shared dance, for example, by asking and answering questions. - 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 performing their own dance: - Demonstrates control and fluency in a range of dance actions and sequences which can be repeated or changed; - Applies at least three choreographic devices, for example, canon, unison, repetition, mirroring, change of timing, direction and levels.
EVALUATION AND APPRECIATION	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3-11a	

Fourth Level Experiences and Outcomes
I have experienced the energy and excitement of presenting/performing for different audiences. EXA 4-01a I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow. I can communicate my artistic intention and take account of different audience groups. EXA 4-08a I can apply theatre arts technology to add excitement and drama to performances. EXA 4-08b I can select ideas from a range of stimuli to choreograph dance motifs in creative ways. EXA 4-09a I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance. EXA 4-10a I can analyse technical aspects of dance, make informed judgements and express personal opinions on my own and others' work. EXA 4-11a

Points to Consider Fourth Level

• Through dance, children and young people have rich opportunities to be creative and to experience inspiration and enjoyment. • Creating and performing will be the core activities for all children and young people, and taking part in dance contributes to their physical education and physical activity. • Children and young people develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. • They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others. Appendix 1 – Dance: 5 Elements describes the 5 elements which are considered when creating movement. Appendix 2: Choreographic Devices and Structures gives suggestions of ways in which the 5 elements can be manipulated to create new movement (Devices) and of ways to to arrange the new movements into a dance (Structures). Appendix 3 – Thinking about Choreography contains questions and prompts to use with children and young people as they develop their own dances. Throughout this process children and young people should be encouraged to reflect on and evaluate their own and others' work, using this to inform development of their piece.	GLOSSARY Vocabulary from the pathway Choreography - the act of designing/creating a dance.
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Fourth Level

AIM: To participate in dance activities to: refine performance skills; apply dance techniques; refine musicality; refine ability to respond and to give constructive feedback.

E & O code: EXA 4-01a; EXA 4-08a; EXA 4-08b; EXA 4-09a; EXA 4-10a; EXA 4-11a

Key Aspects codes

K&U= Knowledge and Understanding

C=Creating

P=Presenting

National 5 Link ~

Technical and performance skills

Perform technical solo/routine to an audience.

Develop understanding of basic dance structures and implementing in choreography.

Create and present a piece of choreography using two dancers.

National 5 Link ~

Choreography

Make use of spatial elements in relation to your chosen theme.

National 5 Link ~

Dance History

Use style specific steps to create a routine.

Identify technical strengths and weaknesses in relation to specific dance styles.

Independently selects, applies and reviews a series of actions that contributes to a successful performance.

Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way supporting and justifying points with evidence or detail.

Develop understanding of the origins of a chosen dance style.

Develop understanding of the key characteristics and style specific steps in a chosen dance style.

Selecting appropriate music/sound which enhances choreography.

Planning and implementing choreography in own time.

Uses a variety of development methods to improve performance.

Evaluate peer and self-performance.

Evaluate choreographic skills.

Develop basic understanding of technical skills i.e. posture and alignment.

Perform a teacher led solo routine for assessment.

Link use of choreographic devices to theme/stimulus.

Responds and creates a routine using a variety of stimuli e.g. auditory, visual, tactile etc.

Evaluate devices and structures used in a professional dance piece.

Consider the use of theatre arts to enhance choreography.

Uses performance skills to enhance overall performance.

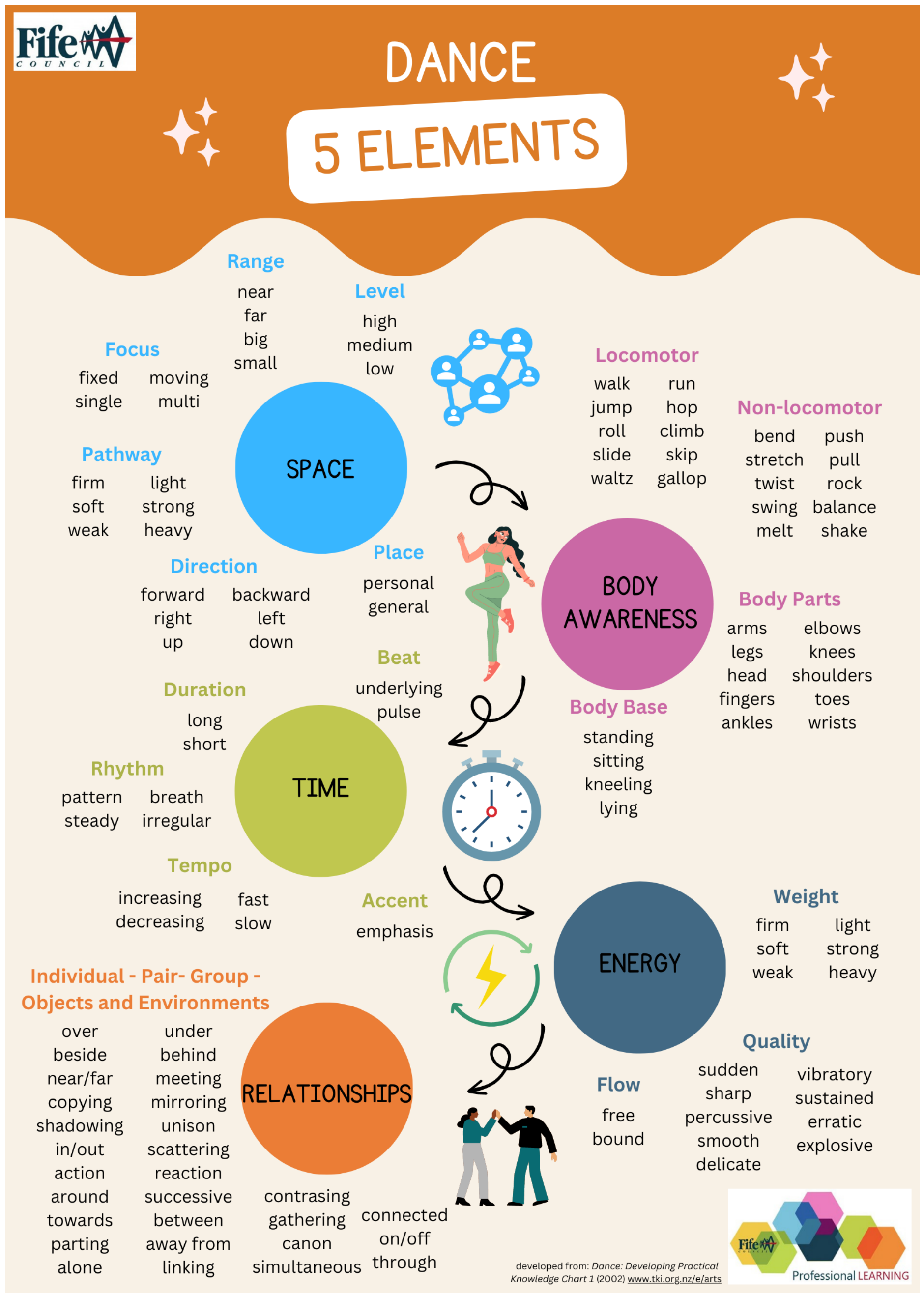
Confidently creates movement sequences with precision.

Fourth Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Creating and Presenting	I have experienced the energy and excitement of presenting/performing for different audiences. EXA 4-01a I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow. I can communicate my artistic intention and take account of different audience groups. EXA 4-08a I can apply theatre arts technology to add excitement and drama to performances. EXA 4-08b I can select ideas from a range of stimuli to choreograph dance motifs in creative ways. EXA 4-09a I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance. EXA 4-10a	- 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.
Evaluation and Appreciation	I can analyse technical aspects of dance, make informed judgements and express personal opinions on my own and others' work. EXA 4-11a	

Appendix 1 – The Five Elements

A PDF version which can be printed as A3 or A4 is [available here](#).



Appendix 2: Choreographic Devices and Structures

A PDF version which can be printed as A3 or A4 is [available here](#).



DANCE

CHOREOGRAPHY

Choreography is the creative process of making a dance, using the elements of dance, choreographic devices and choreographic structures. There may be some overlap of devices and structures as a dance is created.

Elements of dance

These are the 5 key components of dance movement, see Dance: 5 Elements for more detail.

Body Awareness, Space, Time, Energy and Relationships.

Choreographic Devices and Structures are ways to alter the 5 elements to generate new movement.

Here are some examples to try:

Pathways (Space) - pattern created on the floor or in the air as the body moves.

Quality (Energy) - ways of using energy, e.g. smooth, sudden, erratic.

Shadowing (Relationship) - copying movements behind a leader.

Symmetry (Body awareness) - balanced or even in space and time.

Tempo (Time) - the speed of movement, or the beat in the music.

Rhythm (Time) - Vary rhythm, not the tempo. For example, a gallop instead of walking or running at a rate that matches the tempo of the song



Choreographic Devices

Choreographic devices are specific ways of manipulating movement to generate movement material for dance choreography.

Here are some examples to try:

Additive – including locomotor movements. Examples of locomotor and non-locomotor movements [here](#).

Angles – direction the dancer faces or in which the movement is directed.

Augmentation - making a movement larger in space.

Background – Altering the design of your body from the original position while repeating the motif. Let the rest of the body do something while the motif is still going on. E.g. sit instead of stand. Twisting the body while performing the motif.

Canon - movement exactly repeated by each dancer in turn, as in a Mexican wave. Further detail [here](#)

Combination – combine more than one manipulation at the same time.

Diminishing – making a movement smaller in space

Embellishment - adding detail to a movement, e.g. arm/hand action.

Force – Varying how much energy the dancer exerts. Passionate or strong emotions, use more force. Gentle, soft movements, use less force.

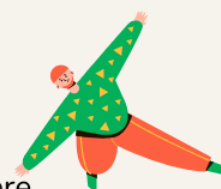
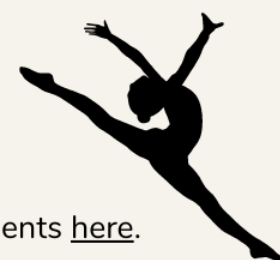
Fragmentation - breaking movement in to separate parts which are then used in a different place or order.

Insertion - putting new material into a movement, e.g. hop, leap, or turn.

Instrumentation - using another part of the body to perform the same movement.

Inversion - turning a movement upside down.

Levels – doing the movement at a high, middle, or low level. Examples of the different levels [here](#).



developed from:

- A guide to teaching dance part 4 - choreographic devices (2018) www.westendinchools.org
- Choreographic Devices (2023) www.curiouslittlebunny.com
- Dance: Developing Practical Knowledge Chart 2 (2002) www.tki.org.nz/e/arts





Motif - a recurring single movement or short phrase of movement which expresses the style and intention of the dance. It can be elaborated upon or developed using any of the techniques listed or others.

Repetition - repeating a movement exactly the same.

Retrograde - doing or performing the movement backwards, like rewinding a film.

Size - Condensing (diminishing) or expanding (augmenting) the size to a small, medium, or large size. Check out examples [here](#).

Suspending - stopping the movement.

Sustaining - continuing the movement.



Choreographic Structures

Choreographic structures are ways of organising movement developed through use of choreographic devices to give form to a dance work.



Here are some examples to try:

Accumulation - successively building on sections of movement, e.g. A, AB, ABC, etc or by adding additional dancers until all are moving in unison.

Binary structure - two movements used in a sequential two-part form.

Canon - one or two themes or motifs are repeated in succession. This can be done in a variety of ways.

Reverting canon - dancers begin individually at the same point in the movement phrase, like when singing a round;

Simple canon - each dancer dances the phrase then keeps still for the others. Can be done with overlapping starts;

Cumulative canon - each dancer joins the lead dancer at various stages and all finish together. Only the first dancer dances the full phrase;

Loose canon - manipulation of the motif. E.g. use of different levels, angles, or space;

Simultaneous canon - dancers do the same motif but start (simultaneously) from different points in it. E.g. dancer 1 dances movements 1-8 in order, dancer 2 starts at movement 2, dancer 3 starts at movement 4, all dance all moves.

Chance - a random structure.

Contrast - When dancers perform movements that are contrasting (opposite) to each other. Examples include:

- one dancer going left while the other goes right;
- one dancer performing a movement quickly while the other does it slowly;
- one dancer staying in one spot while the other moves around;
- one dancer performing a movement with energy while the other does it calmly.



Narrative - a story line.

Rondo - recurring and contrasting sections, e.g. ABACAD.

Staging - Changing the dancers' positions on the stage or the direction they are facing.

Ternary structure - in three parts, e.g. ABA.

Theme and Variation - an original phrase with a variation of speed/space.

Unison - moving at the same time.



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- Choreographic Devices (2023) www.curiouslittlebunny.com
- Dance: Developing Practical Knowledge Chart 2 (2002) www.tki.org.nz/e/arts

Appendix 3a - Thinking about Choreography: Primary

A PDF version which can be printed as A3 or A4 is [available here](#).



DANCE

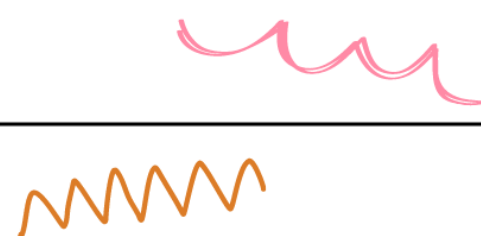
PRIMARY

DISCUSSING CHOREOGRAPHY

Finding something to say about student's choreography can be difficult. Here are some feedback/ feed forward questions and statements for practitioners to discuss with children and young people to develop dance choreography and performance. They have been written for primary and secondary but some may be appropriate at either level.



Choreography



1. Show me a way that you can make one of your moves as big as possible.
2. Show me a way that you can make one of your moves as small as possible.
3. Find another way to travel to that spot.
4. I wonder if you can all travel in different ways to that spot.
5. Show me a way that you can be closer to the floor when you perform that move.
6. What happens when you move up and down and up and down to travel to that spot?
7. How can you make that move very exciting?

8. How many different ways can you find to travel across the room?
9. Show me how slowly you can perform your dance.
10. Pretend that you are very tired when you perform your dance
11. Pretend that you are carrying a very heavy school bag when you perform your dance.
12. Pretend that you are as light as a feather when you perform your dance.
13. What happens when you perform that move kneeling instead of standing up?
14. Can you still travel when you are lying down? Find a way.



Performance



Students as audience members

1. How did the dancers begin their dance?
2. What did the dancers do during their dance?
3. When did they change levels in the dance?
4. How did they change levels?
5. What kinds of locomotor (travelling) movement did they perform?



Students as performers

1. How far did you travel in your dance? Find a place where you could have moved further away from each other.
2. What pathway did you follow?
3. When were you moving on the spot in your dance?
4. When did you perform the same movements at the same time? This is called UNISON.
5. When were you all performing different movements?
6. How could you make your moves even bigger and clearer?



developed from: Thinking about Choreography
(2002) www.tki.org.nz/e/arts



Appendix 3b – Thinking about Choreography: Secondary

A PDF version which can be printed as A3 or A4 is [available here](#).



DANCE

SECONDARY

DISCUSSING CHOREOGRAPHY

Finding something to say about student's choreography can be difficult. Here are some feedback/feed forward questions and statements for practitioners to discuss with children and young people to develop dance choreography and performance. They have been written for primary and secondary but some may be appropriate at either level.



Choreography

1. Find one movement that you could make more exciting.
2. Find one movement that could be performed in the opposite direction?
3. Find one movement that could be performed on a different level?
4. What different body parts could you use to perform a movement?
5. Find a movement or shape that you can embellish (make fancy; add detail).
6. Find a movement or shape that you can augment (make bigger in time or space).
7. You have some repeated movements in your sequence. See if you can include another movement or make the repeated move a little different.
8. See if you can perform that move in slow motion.
9. See what happens when you reach out or extend as far as possible when you perform that move.
10. I wonder if you can all use the same locomotor movement but travel on different pathways to that spot.
11. What would happen if you all started in different places?
12. What would happen if you all started your dance at different times?
13. What would happen if you all started the dance facing in different directions?
14. See what happens when you perform your sequence twice, but make the second time a little different.
15. What is your most interesting move? What makes it interesting?



Performance

1. Take turns to sit and watch your group perform their dance. What could they do to improve their performance?
 2. Where should your focus be in the dance?
 3. See if there is a moment in your dance when you focus out to the audience and try to engage them in your performance.
 4. What facial expression would suit your dance? See what happens when you: smile; glare; frown as you perform your dance.
 5. See if you can remember the dance without looking at the other dancers.
 6. What could you do if you think you are going to laugh during your dance?
- Possible discussion points/responses: Bite your bottom lip (gently!); focus on the back of the room; keep your focus away from your friends; think only about your dance moves; be proud of your dance!
7. What is the appropriate posture for the dancers in your dance?
- If the appropriate posture is upright: "Try to keep your shoulders and belly button far apart as you walk forward".
8. If appropriate for the dance style: "Try to extend your legs and toes in your elevated moves". "Stretch your toes down to the floor when you jump up in the air".
 9. Find some ways to make your dance flow smoothly from one part into the next.
 10. See if you hold your final shape for 5 seconds before you move off the dance area.

developed from: Thinking about Choreography
(2002) www.tki.org.nz/e/arts

