



PE		Year 2	
Focus: Dance			
Age related vocabulary			
counts	A performer uses counts to stay in time with the music (and other performers)	mirror	Reflecting the movements of another person like they are your mirror image

Carlton Assessment Grid			
Success Criteria	Pupil Reflection		Teacher Assessment
I can remember, repeat and link actions to tell the story of my dance	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use counts of 8 to help me stay in time with the music	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can copy, repeat and create actions	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can create a short dance phrase with a partner showing clear changes of speed	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can copy, repeat and create movement patterns	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can create and perform using unison, mirroring and matching with a partner	Before <input type="checkbox"/>	After <input type="checkbox"/>	

Key Knowledge
<ul style="list-style-type: none"> • Actions are the movements a dancer does like travelling, jumping and kicking • Dynamics describe how an action is performed. This can be quickly, slowly or gently. • Levels can be used to change how an action looks – high, middle or low. • Pathways are designs traced in the space on the floor or in the air.