



PE		Year 3	
Focus: Dance			
Age related vocabulary			
Unison	To do something together at the same time.	Timing	How long it takes something to happen.

Carlton Assessment Grid			
Success Criteria	Pupil Reflection		Teacher Assessment
I can use dynamic and expressive qualities in relation to an idea.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use counts to keep in time with a partner.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can repeat, remember and perform a dance phrase.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can create short dance phrases that communicate ideas.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use straight pathways and clear changes in direction in a line dance.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use canon and unison to make our line dance look interesting.	Before <input type="checkbox"/>	After <input type="checkbox"/>	

Key Knowledge
<ul style="list-style-type: none"> • Counts: A performer uses counts to stay in time with the music and /or other performers. • Action: The movement a dancer does e.g. travel, jump, kick. • Level: High, medium and low. • Pathway: Designs traced in space (on the floor or in the air). • Unison: Two or more dancers performing the same movement at the same time. • Dynamics: How a movement is performed e.g. robotically, softly. • Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward. • Space: The 'where' of movement such as levels, directions, pathways, shapes. • Canon: Performing movements one after the other. • Formation: where dancers are in relation to each other.



PE		Year 4	
Focus: Dance			
Age related vocabulary			
Unison	To do something together at the same time.	Timing	How long it takes something to happen.

Carlton Assessment Grid			
Success Criteria	Pupil Reflection		Teacher Assessment
I can create a short dance individually, with a partner and in a group.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use counts when creating a short movement pattern.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use unison to represent an idea.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use straight pathways and clear changes in direction in a line dance.	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use canon and unison to make our line dance look interesting.	Before <input type="checkbox"/>	After <input type="checkbox"/>	

Key Knowledge
<ul style="list-style-type: none"> • Counts: A performer uses counts to stay in time with the music and /or other performers. • Action: The movement a dancer does e.g. travel, jump, kick. • Level: High, medium and low. • Pathway: Designs traced in space (on the floor or in the air). • Unison: Two or more dancers performing the same movement at the same time. • Dynamics: How a movement is performed e.g. robotically, softly. • Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward. • Space: The 'where' of movement such as levels, directions, pathways, shapes. • Canon: Performing movements one after the other. • Formation: where dancers are in relation to each other.