



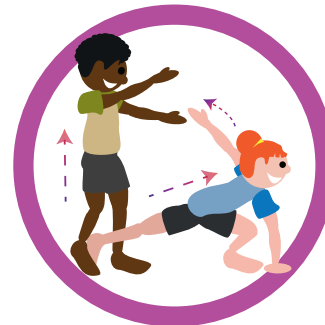
Progression of Skills



Shapes



Circles



Partnering



Artistry



Year 6 Exceeding Consolidate Trickiest 2 Skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on the ball of each foot higher than 45°.
- with torso forward.
- with arms short.
- with 2 points of contact supported on hands, arms and/or shoulders.
- with limbs outstretched.
- Travel between shapes, including jumps with backward rotation (barrel roll jump).

Circles

I can:

- Create complex movement led by circles of all sizes and in different planes, performed simultaneously by different body parts leading into
- stepping, body action and turning.
- jumping with 360° rotation.
- jumping with 1 foot take-off and landing.
- jumping with change of leg position in the air.

Partnering (Shapes)

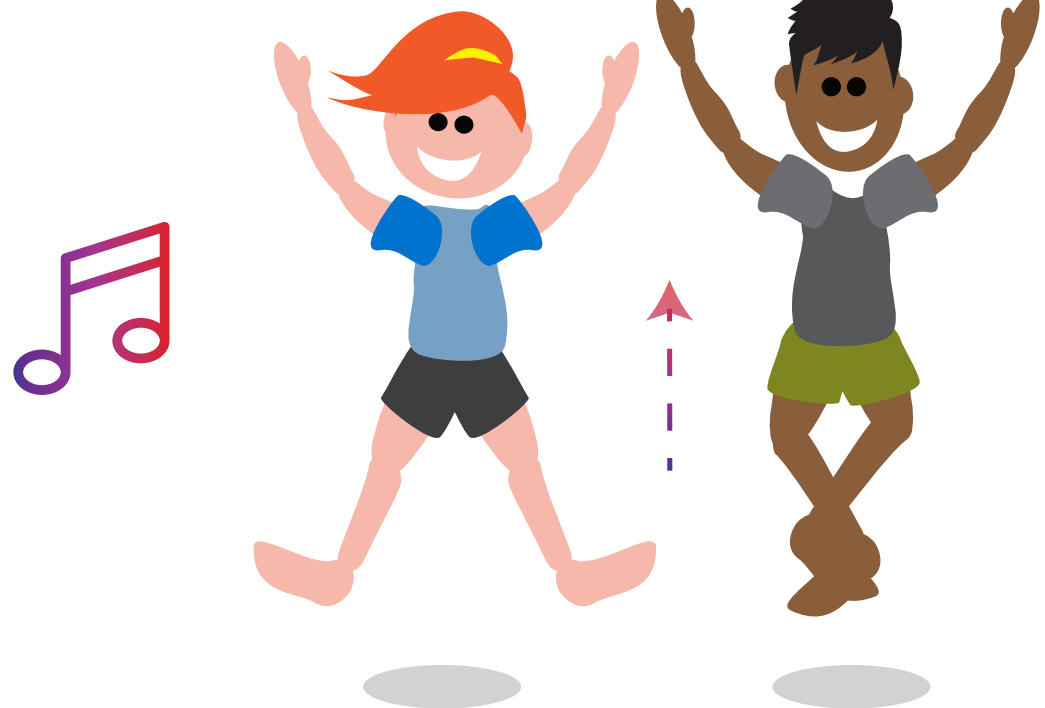
I can:

- Create standing and floor shapes
- with contact.
- balanced on the ball of 1 foot, arms short.
- with 2 points of contact using hands, arms and/or shoulders for support.
- Travel together with my partner
- using spirals, rotation on the floor and in the air.
- in different directions and at different speeds.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where silk moves lead me into jumping, floor work and into floor shapes.
- in response to the melody, the beats and the character of the music.
- Perform continuously from start to finish and in reverse.



Expected end of upper KS2

Years 5 and 6 Consolidate Trickiest 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on 1 foot with other foot higher than 45°.
- with 2 points of contact using combination of hands, arms and shoulders for support.
- Travel between shapes including rotation
- on the floor (spirals and turns) and in the air.
- in different directions.
- at different speeds.

Circles

I can:

- Create complex movement led by a combination of circles made with different body parts and in different planes leading into
- stepping, body movements and turns.
- jumps with 1 foot take-off and landing, other leg extended.
- jumps with 180° rotation and change of direction in the air (landing facing backwards).

Partnering (Shapes)

I can:

- Create standing and floor shapes in close contact
- both balancing on 1 foot.
- cross-bodied with 2 points of contact with the floor.
- Travel with my partner
- incorporating spirals, rotation on the floor, jumping and cross-bodied finishing positions.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes.
- fluently without stopping.

Artistry (Musicality)

I can:

- Create a combination of shapes, circle and silk moves
- both matching and in contrast to the melody or the main song line.
- responding to musical phrases.

Artistry (Making)

I can:

- Create a sequence of a minimum of 6 various moves
- with movements made both with arms and legs.
- in unison followed by moves in contrast and performed independently of my partner.



Expected end of lower KS2

Year 4 Consolidate Trickier 2 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on 1 foot.
- with arms at different planes.
- with torso rotated and bent.
- with 2 points of contact with the floor.
- facing up and sideways.
- Travel between shapes including rotation
- on the floor and in the air.
- in different directions.

Circles

I can:

- Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into
- turning.
- jumping with good height, speed and various body shapes in the air.

Partnering (Shapes)

I can:

- Create standing and floor shapes
- at different levels.
- without contact.
- with 1 hand contact.
- Jump with backward rotation when moving between shapes.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where silk moves lead me into stepping, jumping, floor moves and floor shapes.

Artistry (Musicality)*

I can:

- Create combination of shapes, circle and silk moves
- matching the energy of the music.
- in time to the beat and the rhythm.
- matching 1 instrument playing off the main beat.

Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
- with limbs in different planes and directions.
- Perform both in my and my partner's place.



Year 3 Trickier 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- with torso rotated.
- with 3 points of contact with the floor.
- facing up and sideways.
- Travel between shapes including stepping into jumping.
- Rotate in jumps.

Circles

I can:

- Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into
- body dropping and turning.
- turning with body tilted.
- jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).

Partnering (Shapes)

I can:

- Create standing and floor shapes
- opposite and entwined with my partner.
- as close as possible without touching.
- facing up, down and sideways.
- jumping with rotation when moving between shapes.
- in canon.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- pausing my movement to create shapes.
- using those shapes as my starting and finishing positions.
- including jumps with rotation.

Artistry (Musicality)*

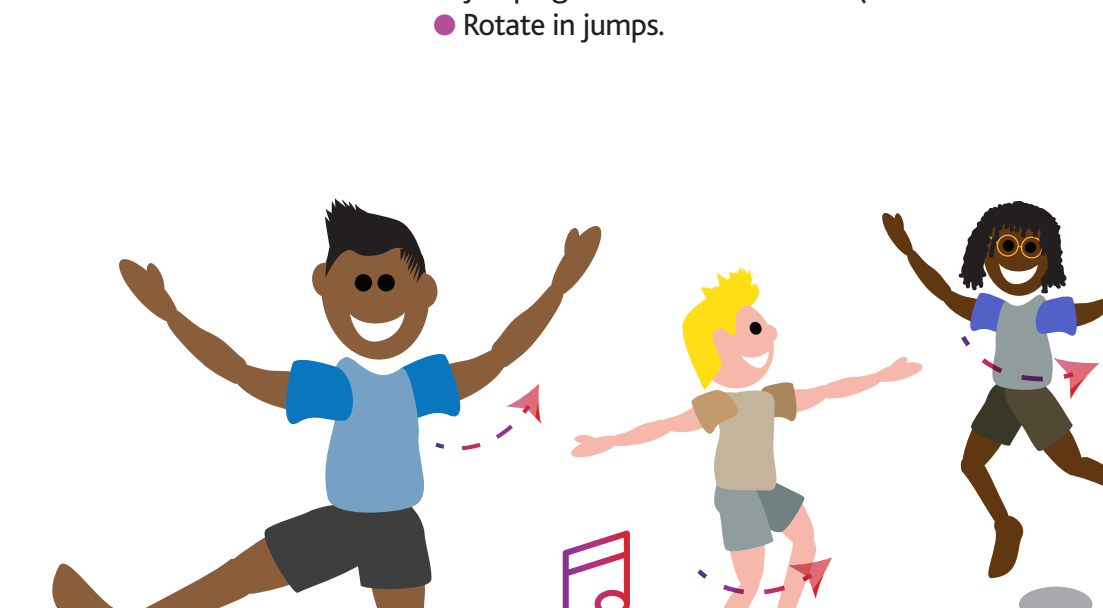
I can:

- Create shapes, circle and silk movements
- at different speeds to follow the music.
- making them specific to stress what the music is doing.

Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
- similar and then in contrast to my partner's.
- with various starting and finishing positions.



Expected End of KS1

Year 2 Consolidate Tricky 2 skills

Shapes

I can:

- Create multiple standing and floor shapes
- with torso beginning to rotate.
- with 3 points of contact with the floor.
- facing down and up.
- Travel between shapes including jumping with rotation.

Circles

I can:

- Create movements led by large vertical single arm circles and semi-circles leading into
- stepping.
- body movements.
- turning.
- jumps with 180° and 360° rotations.

Partnering (Shapes)

I can:

- Create standing and floor shapes
- opposite and entwined with my partner.
- in close contact but without touching.
- Incorporate jumping when travelling between shapes
- in canon.

Artistry (Abstraction)

I can:

- Create 2 ways of moving linked to the silk
- using 3 or 4 limbs and pausing throughout my movement.
- fluently and without stopping.

Artistry (Musicality)*

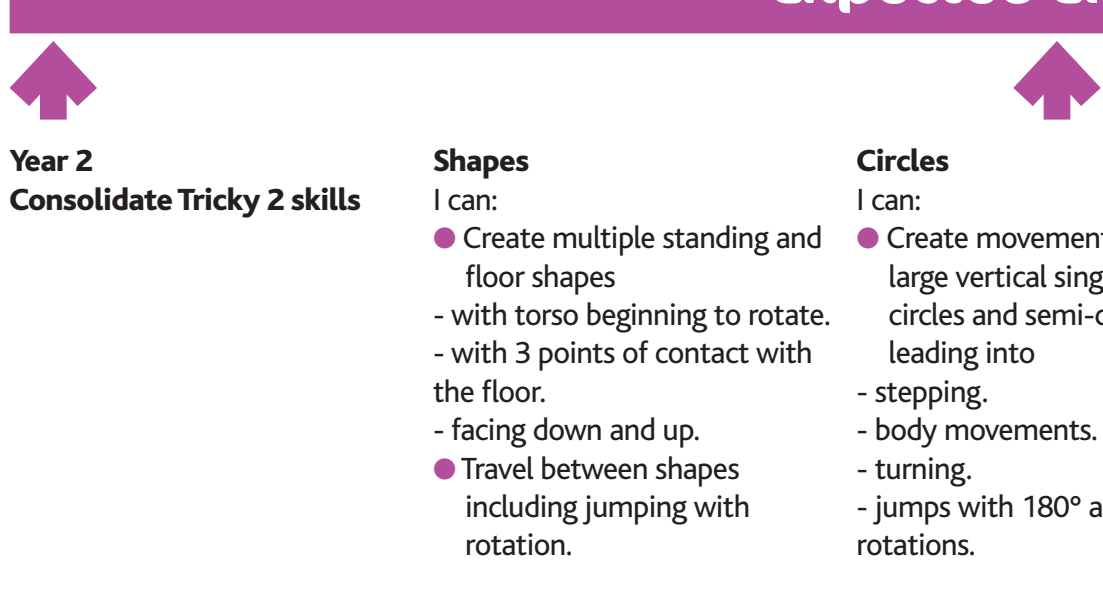
I can:

- Create shapes, circles and silk movements to
- express the music.
- change my moves so they match different music.

Artistry (Making)

I can:

- Create a sequence of 5 static and dynamic moves
- in contrast to my partner's.
- using different partner shapes.
- at different levels.
- with different timings.



Year 1 Consolidate Tricky 1 skills

EYFS Explore Tricky 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on both feet.
- with limbs in different planes.
- with 3 points of contact.
- facing down.
- Travel between shapes including jumping.

Circles

I can:

- Create movements led by large horizontal single arm circles and semi-circles leading into
- stepping.
- turning.
- Jump from a static position, arms up and down.

Partnering (Shapes)

I can:

- Create standing and floor shapes in contrast to my partner's
- with our body parts crossing over.
- Travel between shapes in unison.

Artistry (Abstraction)*

I can:

- Create 2 ways of moving linked to the silk
- using both hands at the same time.
- connected to standing shapes.

Artistry (Musicality)*

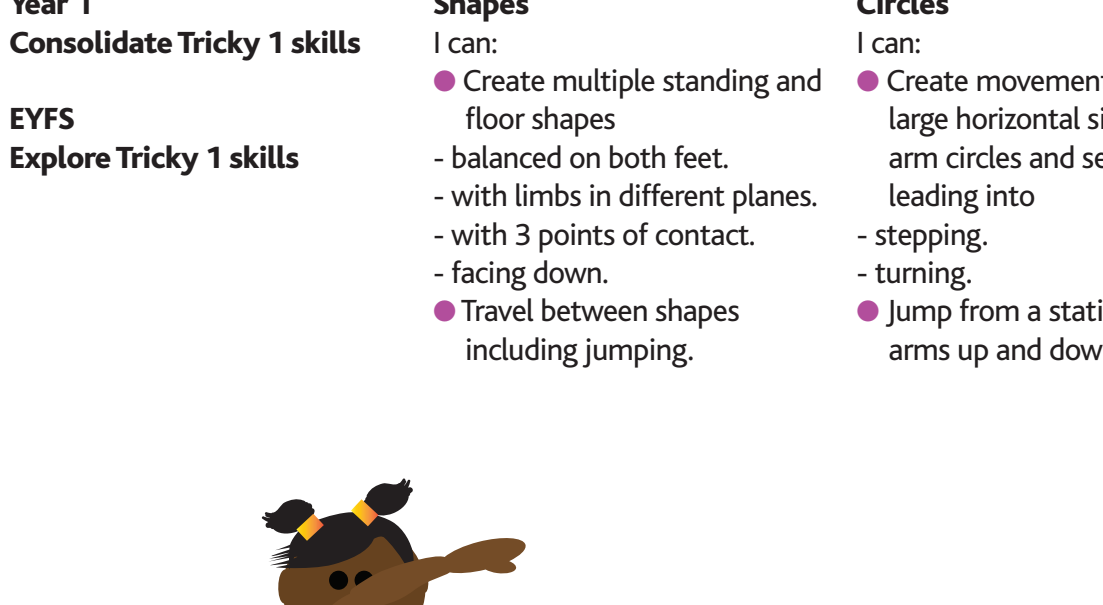
I can:

- Create shapes and movements to express how the music makes me feel
- following 1 instrument.
- following a story with movement.

Artistry (Making)

I can:

- Create a sequence of 4 moves with some being different to my partner's.



*These skills are introduced in later year groups. The platform allows teachers to differentiate and revisit skills from an easier stage of learning and development, which can therefore demonstrate children's progress. This could be differentiated for the whole group or identified groups within a class. Progression of these skills comes from sound development of the individual skills first.

Fundamental Movement Skills Links:

Shapes

- Static Balance: **One Leg**
- Static Balance: **Seated**
- Static Balance: **Floor Work**
- Static Balance: **Stance**

Circles

- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**

Partnering

- Counterbalance with a Partner
- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**

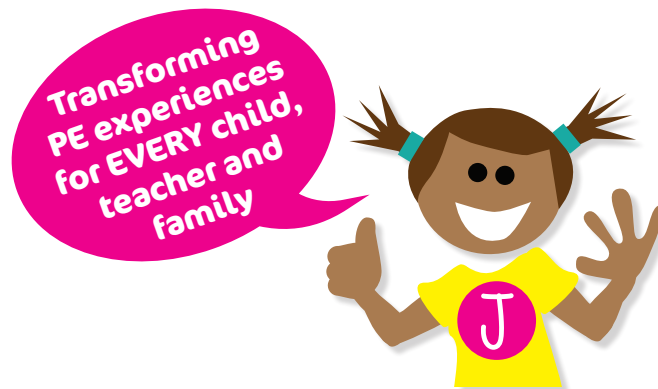
Artistry

- Static Balance: **One Leg**
- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**



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