



# Lyppard Lock-Ins Dance



Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in the Dance Subject Leadership folder.

## EYFS



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- Basic body actions (stretch, curl, twist, wiggle, jump). Copy, repeat, and begin to sequence simple movements.
  - Dance can respond to stories, ideas, and music. Respond to stimuli with spontaneous movement.
  - Dance uses space (forwards, backwards, high, low). Move safely with spatial awareness.
  - Movement can show feelings. Change movement to match music (fast/slow, big/small)...

**Key Vocabulary:**  
body parts, travel, high, low, fast, slow, copy, repeat, space, freeze, happy, excited, slow, strong, gentle

**Linked learning:**  
Builds foundations for Y1 sequencing, dynamics, and partner work.

## Year 1



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- Dance uses actions (travel, jump, turn, stillness).
  - A sequence has a beginning, middle, and end.
  - Dynamics change how movement looks and feels.
  - Create and remember a 2–3 movement sequence.
  - Use mirror, lead, follow with a partner.
  - Co-ordinate basic travelling actions with rhythm.
  - Move in time with simple music.

**Key Vocabulary:**  
• travel, jump, turn, stillness, sequence, mirror, lead, follow, jolly, stormy, fast, strong, gentle, point, flex

**Linked learning:**  
Builds towards Y2 phrases and pathways by strengthening sequencing and partner skills.

## Year 2



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- Dance phrases link movements together.
  - Levels, pathways and directions shape a dance.
  - Movements can express moods, ideas, and feelings.
  - Create a 4–6 action phrase with a change of direction.
  - Use levels (high/medium/low) and pathways (curved/zigzag).
  - Show smooth or sharp dynamic changes.
  - Exchange and teach movements to a partner.
  - Give simple feedback using dance vocabulary.

**Key Vocabulary:**  
level, pathway, curved, zigzag, stimulus, smooth, sharp, sequence, extend, tired, warm-up, cool-down

**Linked learning:**  
Prepares children for Y3 structure, motifs, and formal group formations.

## Year 3



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- Dance structure (beginning–middle–end / motif).
  - Canon and unison create different effects in groups.
  - Formations (circle, line, scattered) organise space.
  - Dance can be created from varied stimuli.
  - Create and adapt motifs into a simple structured sequence.
  - Use canon and unison confidently.
  - Move in formations with spatial awareness.
  - Begin to improvise independently and with a partner.
  - Describe work using dance vocabulary.

**Key Vocabulary:**  
canon, unison, formation, motif, structure, step pattern, pathway, expressive, improvisation

**Linked learning:**  
Builds towards Y4's focus on gesture, dynamic control (flow), and larger group choreography.

## Year 4



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- Gesture is a type of action that communicates meaning.
  - Flow (smooth, staccato, continuous) shapes the dynamic quality of movement.
  - Dance responds to musical features (beat, phrases, sections).
  - Transitions link parts of a dance smoothly.
  - Create longer sequences in larger groups.
  - Use gesture, direction, and dynamic flow in choreography.
  - Move in response to music structure (beats/phrases).
  - Develop and vary actions or motifs.
  - Improve work using self- and peer-evaluation.







**Key Vocabulary:**  
gesture, flow, staccato, smooth, phrase (music), transition, interpret, isolation, direction, character, narrative

**Linked learning:**  
Prepares for Y5 motif development, props, style, and more complex choreographic intent

## Year 5



- Key:** What do we want pupils to know and what do we want pupils to know how to do?
- A motif can be developed (repetition, retrograde, levels, dynamics).
  - Props can influence movement, relationships, and style.
  - Dance can be stylistic (e.g., haka, contemporary, ballroom).
  - Formations and pathways can create patterns and relationships in choreography.
  - Create and develop motifs with choreographic devices.
  - Work confidently with props (scarves, hoops, hats, sticks).
  - Demonstrate greater control in turns, jumps, balances, and floorwork.
  - Use expression, exaggeration, and stylistic qualities.
  - Refine performance using peer and self-evaluation.

	<p> <b>Key Vocabulary:</b> prop, motif development, retrograde, variation, rhythm, formation, style, technique, exaggeration</p>	
	<p> <b>Linked learning:</b> Builds towards Y6's full-group choreography, intention, precision, and genre knowledge.</p>	
<p><b>Year 6</b></p> 	<p> <b>What do we want pupils to know and what do we want pupils to know how to do?</b></p> <ul style="list-style-type: none"> <li>• Dance genres/styles have distinct techniques (e.g. contemporary, ballet, hip-hop, haka).</li> <li>• Choreographic intent communicates meaning or narrative.</li> <li>• Dances can be structured in sections (AB, ABA, narrative).</li> <li>• Musicality influences timing, phrasing, and emphasis.</li> <li>• Choreograph a full group dance with clear intent and structure.</li> <li>• Apply genre-specific actions and stylistic qualities.</li> <li>• Demonstrate technical precision, projection, focus, and fluency.</li> <li>• Use complex choreographic devices intentionally (canon, unison, question &amp; answer, contrast).</li> <li>• Evaluate using advanced dance vocabulary (phrase, section, form, intention).</li> </ul>	
	<p> <b>Key Vocabulary:</b> genre, technique, choreographic intent, narrative, projection, musicality, phrase, section musicality, projection, precision, motif development, evaluation, performance quality,</p> <p> <b>Linked learning:</b> A culmination of all prior years, pupils integrate choreography, performance, structure, dynamic control, and evaluation.</p>	