

**Dance:**

Big Ideas/ Key Elements of PE		
<ul style="list-style-type: none"> <li>- <b>Movement</b></li> <li>- <b>Development of skills and techniques</b></li> <li>- <b>Application of skills and techniques</b></li> <li>- <b>Co-operation/teamwork</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Competition</b></li> <li>- Games</li> <li>- Tactics</li> <li>- <b>Challenge</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Analysis and evaluation</b></li> <li>- <b>Preparation for life and participation</b></li> <li>- <b>Health and fitness</b></li> <li>- Swimming</li> </ul>

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions	Vocabulary
R			<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> <li>- Prior experiences with vary based on previous setting. These can include nursery rhymes with actions</li> </ul>	<p>follow simple instructions moved using simple rhythms Explore basic body actions watch and talked about movement</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• words to describe travel and stillness, <i>eg Walk, skip, freeze</i></li> <li>• words to describe direction, <i>eg forwards, backwards, sideways</i></li> <li>• words to describe space, <i>eg near, far, in and out</i></li> <li>• beginning, middle, end</li> <li>• words to describe moods and feelings (expressive qualities), <i>eg happy, sad, angry</i></li> <li>• words to describe the nature of movement (dynamic qualities), <i>eg fast, slow</i></li> </ul>
1		In this unit children explore basic body	This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at	<ul style="list-style-type: none"> <li>• followed simple instructions</li> </ul>	perform basic body actions; use different parts of the body singly and in combination; show	In this unit children will have an opportunity to use

		<p>actions, <i>eg jumping and turning</i>, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p>how different body actions show moods and feelings, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner, and use language associated with movement to evaluate and improve their dances.</p> <p>Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities, <i>eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.</i></p>	<ul style="list-style-type: none"> <li>• moved using simple rhythms</li> <li>• explored basic body actions</li> <li>• watched and talked about movement</li> <li>• had some experience of action songs and action rhymes</li> </ul>	<p>some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p>a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• words to describe travel and stillness, <i>eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i></li> <li>• words to describe direction, <i>eg forwards, backwards, sideways</i></li> <li>• words to describe space, <i>eg near, far, in and out, on the spot, own</i></li> <li>• beginning, middle, end</li> <li>• words to describe moods and feelings (expressive qualities), <i>eg jolly, stormy</i></li> <li>• words to describe the nature of movement (dynamic qualities), <i>eg fast, strong, gentle</i></li> </ul>
2		<p>In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different times and cultures.</p> <p>In dance as a whole, children think about how to use movement</p>	<p>This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings. They will also develop their ability to work with a partner and in a small group.</p> <p>In other year 2 units children explore themes such as pathways, patterns and formations.</p>	<ul style="list-style-type: none"> <li>• used space safely</li> <li>• explored a range of body actions using the whole body and individual parts of the body</li> <li>• created and copied a short movement phrase</li> <li>• explored a range of dynamic qualities, <i>eg heavy, light, strong, fast</i></li> <li>• had some experience of watching dance</li> </ul>	<p>perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• words to describe body actions and body parts</li> <li>• stimulus (the starting point for dance)</li> <li>• words to describe levels, <i>eg high, medium, low</i></li> <li>• words to describe directions</li> <li>• words to describe pathways, <i>eg curved, zigzag</i></li> </ul>

		to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.		and describing body actions		<ul style="list-style-type: none"> <li>• words to describe moods, ideas and feelings, <i>eg happy, angry, calm, excited, sad, lonely</i></li> <li>• tired, hot, sweaty, heart rate</li> <li>• warm up, cool down</li> </ul>
3		<p>In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p>This unit lays the foundations for ‘Dance activities – unit 4’, in which children will concentrate on dance inspired by characters and narrative. They will continue to work on their own, with a partner and in small groups, developing their ability to create, perform and appreciate dance.</p> <p>In other physical education units in year 3, children concentrate on working with a partner and linking actions (gymnastics); working as a group to solve problems (outdoor and adventurous activities); and linking actions and relay (athletics). Other year 3 units focus on themes such as pathways, patterns and shapes.</p>	<ul style="list-style-type: none"> <li>• used a range of stimuli, including world music</li> <li>• structured short dance phrases and dances on their own and with a partner</li> <li>• used a range of descriptive language for dance</li> <li>• explored moods, ideas and feelings through body actions</li> <li>• talked to each other about dance and listened to each other describing dance</li> </ul>	improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people’s dances	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• words to describe actions, dynamics, space and relationships</li> <li>• words to describe group formations, <i>eg square, circle, line</i></li> <li>• partner, copy, follow, lead</li> <li>• unison, canon, repeat</li> <li>• structure</li> <li>• motif</li> <li>• dance phrase</li> <li>• improvisation, explore</li> </ul>
4		In this unit children focus on	This unit lays the foundations for ‘Dance activities – unit 5’, in which children will	have:	respond imaginatively to a range of stimuli related to character and narrative; use	In this unit children will have an

		<p>creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p>look at different styles of dance, create and perform in larger groups, and develop their ability to evaluate their performance.</p> <p>In other physical education units in year 4, children concentrate on combining and linking phrases of movement fluently and with control (games, gymnastics and athletics) and on working in groups and different environments (outdoor and adventurous activity).</p>	<ul style="list-style-type: none"> <li>• used different stimuli to create dances on their own, with a partner and in small groups</li> <li>• experienced drama techniques such as ‘snapshots’, role play and simple storylines</li> <li>• created and written stories</li> <li>• worked in groups</li> <li>• watched different dance forms on video or at the theatre</li> <li>• watched theatre live or on video</li> <li>• user larger spaces and different heights and directions</li> </ul>	<p>simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language</p>	<p>opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• character</li> <li>• narrative, costume, props</li> <li>• describe, analyse, interpret, evaluate</li> <li>• communication</li> <li>• gesture</li> <li>• words to describe choreographic devices, <i>eg unison, canon, repetition, action and reaction, question and answer</i></li> <li>• myth, legend</li> <li>• mobilise joints</li> <li>• diet</li> </ul>
5		<p>In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they</p>	<p>This unit lays the foundations for ‘Dance activities – unit 6’, in which children will use different visual images as a starting point for dance. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p> <p>In other physical education units in year 5, children concentrate on designing and creating complex group sequences using music (gymnastics) and exploring pattern and space (games). Other year 5 units focus on visual art and design, and on personal and social issues, <i>eg destruction of the rainforests, refugees, pollution.</i></p>	<p>It is helpful if children have:</p> <ul style="list-style-type: none"> <li>• created and performed simple folk or social dances in groups</li> <li>• used video and other visual images to create initial ideas and develop dance phrases</li> <li>• gained experience of talking about dance, art and music</li> <li>• gained experience of talking about how to improve their compositions and performances</li> </ul>	<p>compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people’s work</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• dance style, technique</li> <li>• formation, pattern, gesture, rhythm</li> <li>• language specific to particular dance styles, <i>eg pavane, haka</i></li> <li>• motif, variation</li> </ul>

		develop an awareness of the historical and cultural origins of different dances.				
6		<p>In this unit children will focus on using different visual images as the starting point for composing, performing and watching dance.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p>This unit lays the foundation for future dance units, in which children will consolidate and extend their knowledge, skills and understanding of composing, performing and appreciating dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting. They will also increase their knowledge of dance styles from different social, historical and cultural contexts.</p>	<ul style="list-style-type: none"> <li>• experienced a wide range of stimuli for dance</li> <li>• copied and adapted movement material from videos</li> <li>• composed and performed dances with a partner, in trios and in groups</li> <li>• experienced different styles of dance</li> </ul>	<p>work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up and cool down independently; understand how dance helps to keep them healthy; use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> <li>• improvisation</li> <li>• unison, canon, action, reaction</li> <li>• motif, phrase, section</li> <li>• form, <i>eg AB, ABA, ABAC</i></li> <li>• artistic intention</li> <li>• exploration</li> <li>• dance framework</li> <li>• interpret</li> </ul>