



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

• Counts • Action • Travel • Pose

Move • Direction • Forwards • Backwards

• Speed • Fast • Slow • Level • Shape

Teacher Glossary

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).

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I recognise changes in my body when I do exercise.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Progression of Skills Ladder

<p>Actions Accurately remember, repeat and link actions to express an idea.</p>	<p>Dynamics Develop an understanding of dynamics.</p>	<p>Year 2</p>	<p>Space Develop the use of pathways and travelling actions to include levels.</p>	<p>Relationships Explore working with a partner using unison, matching and mirroring.</p>	<p>Performance Develop the use of facial expressions in their performance.</p>
<p>Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</p>	<p>Dynamics Explore varying speeds to represent an idea.</p>		<p>Year 1</p>	<p>Space Explore pathways within their performances.</p>	<p>Relationships Begin to explore actions and pathways with a partner.</p>
<p>Actions Explore how their body moves. Copy basic body actions and rhythms.</p>	<p>Dynamics Explore actions in response to music and an idea.</p>	<p>EYFS</p>	<p>Space Explore pathways and the space around them and in relation to others.</p>	<p>Performance Are given opportunities to perform in front of others.</p>	