



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance
- Technique

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Space • Action • Levels • Timing
- Reaction • Performance • Dynamics
- Unison • Represent • Expression

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.

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).

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.

Where this unit sits



Assessment Criteria

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.
- I understand the benefits of exercise.

Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can identify how different activities can benefit my physical health.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

Progression of Skills Ladder

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| <p>Actions Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.</p> | <p>Dynamics Confidently use dynamics to express different dance styles.</p> | <p>Year 5</p> | <p>Space Use direction and patterning to express different dance styles.</p> | <p>Relationships Confidently use formations, canon and unison to express a dance idea.</p> | <p>Performance Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> |
| <p>Actions Respond imaginatively to a range of stimuli related to character and narrative.</p> | <p>Dynamics Change dynamics confidently within a performance to express changes in character.</p> | <p>Year 4</p> | <p>Space Confidently use changes in level, direction and pathway.</p> | <p>Relationships Use action and reaction to represent an idea.</p> | <p>Performance Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> |
| <p>Actions Create actions in response to a stimulus individually and in groups.</p> | <p>Dynamics Use dynamics effectively to express an idea.</p> | <p>Year 3</p> | <p>Space Use directions to transition between formations.</p> | <p>Relationships Develop an understanding of formations.</p> | <p>Performance Perform short, self-choreographed phrases showing and awareness of timing.</p> |