

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns.

Vocabulary

Motif	Motif is a series of movements that are repeated.	Perform	present (a form of entertainment) to an audience
Flow	Flow means moving from one action to another without stopping.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Improvisation	To create and perform spontaneously or without preparation.	Sequence	Sequence is a combination of controlled movements that have been added together in a particular order.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Links with Year 1 Science unit—Human Senses

Lessons Sequence

1. To know how to make 'big movements' with our body. 2. To begin to demonstrate how to make 'big movements' with our body.
1. To know how to make 'big movements' with our body. 2. To begin to demonstrate how to make 'big movements' with our body.
1. To know what a motif is. 2. To begin to demonstrate how to use 'big movements' to perform a motif.
1. To know how to create their own 'big movements'. 2. To begin to demonstrate how to use improvisation to perform different 'big movements'
1. To know how to perform movement patterns. 2. To begin to demonstrate how to perform movement patterns.
Intra -school event 1. To know how to perform a prescribed sequence. 2. To begin to demonstrate how to perform a prescribed sequence..

Substantive Knowledge/Key Knowledge

Pupils will learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme. Pupils begin to perform a prescribed sequence. To begin to demonstrate how to control my body when performing a sequence of movements.
Pupils will learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme. Pupils begin to perform a prescribed sequence. To begin to demonstrate how to control my body when performing a sequence of movements. Pupils to respond to rhythm and patterns through their movement.
Pupils will learn how to control and co-ordinate their bodies to perform a motif. Pupils to respond to rhythm and patterns through their movement.
Pupils to find a space and move their bodies to represent the flower they are thinking about. pupils to create a movement sequence, which includes a jump turn and a balance.
The focus of learning is to explore the relationship between two living things, creating movement patterns.
Pupils will practice and perform their learnt dance to other classes. Pupils will evaluate their performance.

Disciplinary Knowledge / Skills

Pupils can make big, clear actions. Pupils begin to add movements together.
Pupils can make big, clear actions. Pupils begin to add movements together.
Pupils successfully copy a motif. Pupils can make big, clear actions. Pupils begin to add movements together.
Pupils can make big, clear actions. Pupils begin to create their own 'big movements'. Pupils begin to add movements together.
Pupils can make big, clear actions. Pupils begin to create their own 'big movements'. Pupils begin to add movements together.
Pupils can make big, clear actions. Pupils begin to create their own 'big movements'. Pupils begin to add movements together.

Themes

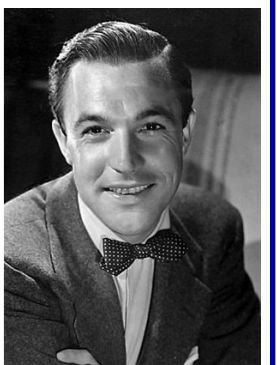
<i>Perform</i>	To begin to demonstrate how to control my body when performing a sequence of movements. Pupils begin to perform a prescribed sequence.
<i>Travelling and Linking actions</i>	To begin to link 'big movements' together. 'Big movements' begin to flow together. Pupils begin to jump, turn and balance.
<i>Big and small movements</i>	Pupils begin to copy big movements in a motif. Pupils begin to create their own 'big movements'.
<i>Expression</i>	N/A
<i>Theme</i>	To begin to dance to a theme.
<i>Evaluation</i>	To express what they have learnt and have done well.

Diversity in the Curriculum

Gene Kelly

Watch video: <https://www.youtube.com/watch?v=swloMVfALXw>

Eugene Curran Kelly (August 23, 1912 - February 2, 1996) was an American dancer, singer, actor, filmmaker, and choreographer. He was known for his energetic and athletic dancing style and sought to create a new form of American dance accessible to the general public, "dance for the common man." He starred in, choreographed, and co-directed with Stanley Donen some of the most well-regarded musical films of the 1940s and 1950s.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Articulate
Curious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Year 2 - PE - Dance - Explorers

Curriculum Objectives

Pupils should be taught to:

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- perform dances using simple movement patterns.

Vocabulary

Motif	Motif is a series of movements that are repeated.	Perform	present (a form of entertainment) to an audience
Flow	Flow means moving from one action to another without stopping.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Improvisation	To create and perform spontaneously or without preparation.	Stimulus	Stimulus is something that provokes or causes an action or response.
Sequence	Sequence is a combination of controlled movements that have been added together in a particular order.		

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
 Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
 PSHE—team work, social skills,, leadership, health and wellbeing.
 Links with Year 2 Geography Unit - Let's explore the world

Lessons Sequence

1. To know and begin to understand how to respond to the stimulus using a range of different, controlled movements.
2. To demonstrate how to respond to the stimulus using a range of different, controlled movements.

1. To know and begin to understand how to demonstrate expression and emotion to a motif.
2. To demonstrate expression and emotion to a motif.

1. To know and begin to understand how to demonstrate expression and emotion to a motif in pairs.
2. To demonstrate expression and emotion to a motif in pairs.

1. To know and begin to understand how to extend a sequences, developing characters to add drama and emotion to a dance performance.
2. To demonstrate how to extend a sequences, developing characters to add drama and emotion to a dance performance.

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2. To demonstrate how to extend a sequences, developing characters to add drama and emotion to a dance performance.

Intra-school event

1. To know and begin to understand how to perform a prescribed sequence..

Substantive Knowledge/Key Knowledge

Pupils will show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.

Pupils will create a 'frozen' position showing a reaction creating an emotion.

Pupils will develop motifs with a partner .

To explore a variety of movements in a character (explorer and jungle animal) with a partner.

The focus of the learning is extend our sequences as our characters (explorer and jungle animal). Pupils will bring together their sequences exploring the relationship between the explorer and wild animal.

Pupils will practice and perform their learnt dance to other classes. Pupils will evaluate their performance.

Disciplinary Knowledge / Skills

Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements flow. Facial expressions and movements begin to show the audience what the dancer is thinking or feeling.

Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements flow. Facial expressions and movements begin to show the audience what the dancer is thinking or feeling. Pupils to dance a motif.

In pairs, pupils can: make big, clear actions, use their whole bodies when they move, make facial expressions and movements that begin to show the audience what the dancer is thinking or feeling and dance a motif. Pupils' movements show a range of action, level and speed .

In pairs, pupils can: make big, clear actions, use their whole bodies when they move, make facial expressions and movements that begin to show the audience what the dancer is thinking or feeling and dance a motif. Pupils' movements show a range of action, level and speed . To explore a variety of movements in character.

In pairs, pupils can: make big, clear actions, use their whole bodies when they move, make facial expressions and movements that begin to show the audience what the dancer is thinking or feeling and dance a motif. Pupils' movements show a range of action, level and speed . To explore a variety of movements in character.

Pupils can make big, clear actions. Pupils begin to create their own 'big movements'. Pupils begin to add movements together.

Themes

<i>Travelling and linking actions</i>	To begin to link big and small movements' together. 'Big movements and small movements begin to flow together. Pupils jump, turn and balance.
<i>Big and small movements</i>	Pupils to copy big movements in a motif. Pupils begin to create their own big and small movements. Pupils to explore a variety of movements in character.
<i>Expression</i>	Facial expressions and movements begin to show the audience what the dancer is thinking or feeling.
<i>Theme</i>	Pupils can perform a motif to a theme.
<i>Perform</i>	To demonstrate how to control my body when performing a sequence of movements. Pupils perform a prescribed sequence effectively.
<i>Evaluation</i>	To express what they have learnt and have done well.

Diversity in the Curriculum

Gregory Hines:

Watch YouTube link: <https://www.youtube.com/watch?v=mnbSrnGmEr8>

Widely acknowledged as the finest tap dancer of his generation, Gregory Hines was noted for his virtuosity and expressive style and was credited with having modernized the form. In addition to tap dancing, Hines also enjoyed a successful career as an actor and choreographer.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Curious
Articulate

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- perform dances using a range of movement patterns

Vocabulary

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Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Links to Year 3 Geography Unit— One world.

Lessons Sequence

1. To know and understand how to how to traveling in different ways effectively.
 2. To demonstrate how to add drama and emotion to the dance.
- . To know and understand how to how to traveling in different ways effectively.
 2. To demonstrate how to add drama and emotion to the dance.
- 1.To know and understand how to build on the thematic work in a different context creating motifs.
 2. To demonstrate how to build on the thematic work in a different context creating motifs.
- 1.To know and understand how to execute a wider variety of movements in extended sequences, with a partner.
 2. To demonstrate how to execute a wider variety of movements in extended sequences, with a partner.
1. To know and understand how to extend dance skills by using more than one theme to create movements and actions forming longer sequences.
 2. To demonstrate how to extend dance skills by using more than one theme to create movements and actions forming longer sequences.
1. To know and understand how to link previously taught learning effectively.
 2. To demonstrate previously taught learning in a performance effectively.

Substantive Knowledge/Key Knowledge

- Pupils can link movements together.
- Pupils can express emotion in their dancing.
- Pupils can link movements together.
- Pupils can express emotion in their dancing.
- Pupils can link movements together. To know what a motif is.
- Pupils can express emotion in their dancing.
- To know different ways of rolling. To know what a motif is.
- To demonstrate different ways of rolling effectively.
- To know how to link previously learnt skills. To know what a motif is.
- To begin to understand how to mirror movements.
- To know how to link previously learnt skills. Pupils will evaluate their performance.

Disciplinary Knowledge / Skills

- Pupils move with expression. Pupils respond to the music with appropriate actions. Pupils add three movements together. Pupils can make big, clear actions. Pupils use their whole bodies when they move.
- Pupils move with expression. Pupils respond to the music with appropriate actions. Pupils add three movements together. Pupils can make big, clear actions. Pupils use their whole bodies when they move.
- Pupils move with expression. Pupils respond to the music with appropriate actions. Pupils add three movements together. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils to begin to create a motif with prescribe elements.
- Pupils move with expression. Pupils respond to the music with appropriate actions. Pupils add three movements together. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils to begin to create a motif with prescribe elements with a partner.
- To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence Beginning to create a sequence prescribed elements.
- To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence Beginning to create a sequence prescribed elements.

Themes

<i>Travelling and linking actions</i>	To link big and small movements' together. 'Big movements and small movements flow together. Pupils jump, turn and balance. Pupils add three movements together. Pupils are beginning to use start and finishing moves. Pupils are beginning to use linking movements between big and small movements. Pupils sequences explore using
<i>Big and small movements</i>	Pupils to copy big and small movements in a motif. Pupils create some of their own big and small movements. Pupils begin to move in character.
<i>Expression</i>	Facial expressions and movements show the audience what the dancer is thinking or feeling.
<i>Theme</i>	Pupils to begin to create a motif with prescribed elements to one or two themes.
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. Beginning to create a sequence with prescribed elements of 3 movements.
<i>Evaluation</i>	To say what they did well and how they could improve.

Diversity in the Curriculum

Sudha Chandran:

Watch the video: <https://www.youtube.com/watch?v=dDM9recW6PQ>

Sudha Chandran's story is one of determination and triumph over adversity. After losing her leg in an accident, she made a comeback to the world of Bharatanatyam. Her incredible journey not only inspired millions but also showcased the power of passion and perseverance in dance. She is also a known face in the Indian television industry.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Curious
Articulate

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

- Pupils should be taught to:
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 - perform dances using a range of movement patterns

Vocabulary

Motif	Motif is a series of movements that are repeated.	Perform	present (a form of entertainment) to an audience
Flow	Flow means moving from one action to another without stopping.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Improvisation	To create and perform spontaneously or without preparation.	Stimulus	Stimulus is something that provokes or causes an action or response.
Sequence	Sequence is a combination of controlled movements that have been added together in a particular order.	Matching	Pupils perform exactly the same movements at the same time.
Unison	Unison is where pupils perform the same movement at exactly the same time as each other.	cannon	Canon is where pupils perform the same movement one after the other.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Links with Y4 history topic—Egypt

Lessons Sequence

1. To explain to a peer how to how explore movement through improvisation, introducing unison and matching.
 2. To refine and demonstrate how explore movement through improvisation, introducing unison and matching.
1. To explain to a peer how to apply a canon into our movements when performing as two contrasting characters
 2. To refine and demonstrate how to apply a canon into our movements when performing as two contrasting characters.
- 1.To explain to a peer how to build on the character work from the previous lesson, adding drama and emotion.
 2. To refine and demonstrate how to build on the character work from the previous lesson, adding drama and emotion.
- 1.To explain to a peer how to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
 2. To refine and demonstrate how to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
- 1.To explain to a peer how to build on dance skills from the previous lesson. .
 2. To refine and demonstrate how to build on dance skill s from the previous lesson.
1. To explain to a peer how to link previously taught learning effectively.
 2. To refine and demonstrate previously taught learning in a performance effectively.

Substantive Knowledge/Key Knowledge

- Pupils will sustain their characters to add drama and emotion to the dance.
Pupils will be introduced to unison and matching.
- Pupils will sustain their characters to add drama and emotion to the dance.
Pupils will be introduced to canon.
- Pupils will create performances with two contrasting characters . Pupils will sustain their characters to add drama and emotion to the dance. Pupils will be revisiting canon.
- Pupils will sustain their characters to add drama and emotion to their dances.
Pupils will connect 3 movements together.
Pupils will use apparatus safely.
- Pupils will sustain their characters to add drama and emotion to their dances.
Pupils will connect 3 movements together.
Pupils will use apparatus safely.
- To know how to link previously learnt skills. Pupils will evaluate their performance.

Disciplinary Knowledge / Skills

- Pupils move with expression. Pupils demonstrate a change of levels. Pupils respond to the music with appropriate actions. Pupils add three movements together to create a short sequence. Pupils can make big, clear actions. Pupils use their whole bodies when they move.
- Pupils move with expression. Pupils demonstrate a change of levels. Pupils respond to the music with appropriate actions. Pupils add three movements together to create a short sequence. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements performed in canon.
- Pupils move with expression. Pupils demonstrate a change of levels. Pupils respond to the music with appropriate actions. Pupils add three movements together to create a short sequence. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements performed in canon. Pupils add drama and emotion to their characters.
- Pupils' movements interconnect with their partner's. Pupils move with expression. Pupils demonstrate a change of levels. Pupils respond to the music with appropriate actions. Pupils add three movements together to create a short sequence. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements performed in canon. Pupils add drama and emotion to their characters.
- Pupils' movements interconnect with their partner's. Pupils move with expression. Pupils demonstrate a change of levels. Pupils respond to the music with appropriate actions. Pupils add three movements together to create a short sequence. Pupils can make big, clear actions. Pupils use their whole bodies when they move. Pupils' movements performed in canon. Pupils add drama and emotion to their characters.
- To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed elements.

Themes

<i>Travelling and linking actions</i>	To begin to link more intricate big and small movements' together. 'Big movements and small movements flow together. Pupils jump, turn and balance. Pupils add three movements together. Pupils use start and finishing moves. Pupils are using linking movements between big and small movements. Pupils sequences begin to include a change of levels.
<i>Big and small movements</i>	Pupils to copy big and small movements in a motif. Pupils create some of their own big and small movements. Pupils to move in character. Pupils explore matching each other's movements. Pupils explore moving in unison. Pupils are exploring using cannon.
<i>Expression</i>	Facial expressions and movements more clearly show the audience what the dancer is thinking or feeling.
<i>Theme</i>	Pupils create a motif with prescribed elements to one or two themes.
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. To create a sequence with prescribed elements of 3 movements.
<i>Evaluation</i>	To say what they did well and how they could improve.

Diversity in the Curriculum

The Nicholas Brothers:

Watch the video (from 0:50 to 4:40):
<https://www.youtube.com/watch?v=IoMbeDhG9fU>



The dance team of Fayard and Harold Nicholas, better known as the Nicholas Brothers, used their unique dance style—a graceful blend of jazz, tap, ballet, and acrobatics—to entertain audiences throughout the world. One of their most crowd-pleasing feats was jumping into splits over each other's heads.

Outcome

Pupils to combine movements into a sequence.

Character Traits

Curious
Articulate

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

- Pupils should be taught to:
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 - perform dances using a range of movement patterns

Vocabulary

Motif	Motif is a series of movements that are repeated.	Perform	present (a form of entertainment) to an audience
Choreography	Choreography is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Compositional	Compositional means the ability to create a dance performance in relation to a poem or piece of music.	Stimulus	Stimulus is something that provokes or causes an action or response.
Sequence	Sequence is a combination of controlled movements that have been added together in a particular order.	Matching	Pupils perform exactly the same movements at the same time.
Unison	Unison is where pupils perform the same movement at exactly the same time as each other.	cannon	Canon is where pupils perform the same movement one after the other.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and well-being.

Linked with history topic—The Greeks

Lessons Sequence

1. To explain how to refine and combine skills to use expressive vocabulary to enhance movement quality and dynamics during dance.
 2. To combine and apply skills to use expressive vocabulary to enhance movement quality and dynamics during dance.
1. To explain how to refine and combine skills to work with a partner and continue to use expressive vocabulary to enhance movement quality and dynamics.
 2. To combine and apply skills to work with a partner and continue to use expressive vocabulary to enhance movement quality and dynamics.
1. To explain how to create movement in pairs using improvisation, to select and choreograph ideas into a sequence.
 2. To combine and apply skills to create movement in pairs using improvisation, to select and choreograph ideas into a sequence.
1. To explain how to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
 2. To combine and apply skills to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
1. To explain how to refine and combine skills to create a performance which will include stage presence, timing, rhythm and sustaining character.
 2. To combine and apply skills to create a performance which will include stage presence, timing, rhythm and sustaining character.
1. To explain how to refine and combine skills to perform dance movements and begin to understand the components of an effective performance.
 2. To combine and apply skills to perform a dance sequence and to analyse peers.

Substantive Knowledge/Key Knowledge

Pupils will learn to interpret and respond to music, creating dances using compositional principles. Pupils create a short motif consisting of 4 movements.

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Pupils will learn to interpret and respond to music, creating dances using compositional principles. Pupils create a short motif consisting of 4 movements. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics.

Pupils will sustain their characters to add drama and emotion to their dance. Pupils will learn to interpret and respond to music, creating dances using compositional principles. Pupils create a short motif consisting of 4 movements. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics.

The focus of the learning is to experience dancing in an opening ceremony. Pupils will sustain their characters to add drama and emotion to their dance. Pupils will learn to interpret and respond to music, creating dances using compositional principles. Pupils create a short motif consisting of 4 movements. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics.

To know how to link previously learnt skills.

Disciplinary Knowledge / Skills

Pupils make their movements big and exaggerated. Pupils consistently include flow in their movements. Pupils include a change of level in their sequences.

Pupils add motifs together and they flow. Pupils are beginning to make match each other's movements. Pupils are beginning to use move in unison. Pupils are beginning to use cannon.

Pupils control their bodies moving gracefully and smoothly in slow motion. Pupils consistently include flow in their movements. Pupils use one of each dance term (cannon, matching and unison) to create their movement sequences.

Working in groups of 4-6 pupils can: control their bodies moving gracefully and smoothly in slow motion, consistently include flow in their movements and use one of each dance term (cannon, matching and unison) to create their movement sequences. Pupils use prior knowledge on choreographing movement to create the dance

Working in big groups, pupils can: control their bodies moving gracefully and smoothly in slow motion, consistently include flow in their movements and use one of each dance term (cannon, matching and unison) to create their movement sequences. Pupils accurately copy and follow a routine.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence

Themes

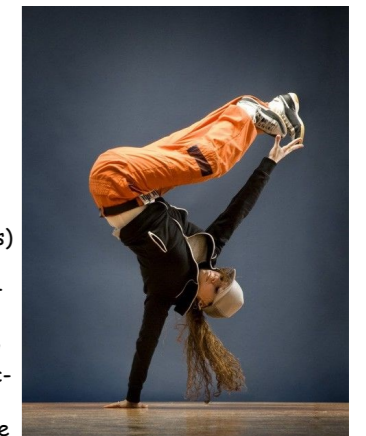
<i>Travelling and linking actions</i>	To link intricate big and small movements' together. 'Big movements and small movements consistently flow together. Pupils jump, turn and balance. Pupils add four movements together. Pupils use start and finishing moves. Pupils are using linking movements between big and small movements. Pupils' sequences include a change of levels.
<i>Big and small movements</i>	Pupils to copy big and small movements in a motif. Pupils create their own big and small movements. Pupils to move in character. Pupils are beginning to make match each other's movements. Pupils are beginning to move in unison. Pupils are beginning to use cannon.
<i>Expression</i>	Facial expressions and movements more clearly show the audience what the dancer is thinking or feeling. To begin to use expressive vocabulary effectively where appropriate during a performance.
<i>Theme</i>	Pupils create a motif with prescribed elements to two or more themes.
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. To create a sequence with 4 prescribed elements. Including at least one cannon, matching and unison movement.
<i>Evaluation</i>	To be able to tell another child what they did well and how they could improve.

Diversity in the Curriculum

Watch breakdancing video to 3:30:

<https://www.youtube.com/watch?v=pZtudc-3nlg>

Break dancing is a form of acrobatic African American dancing that started in the discos of Bronx, New York, in the late 1960s. To fill the musical breaks when deejays (disc jockeys) changed records, performers would dance using movements that emphasized the break in the rhythmic flow. These entertaining interludes evolved into break dancing, a style influenced by several dances, including the lindy hop, the Charleston, the cakewalk, the jitterbug, and the capoeira (Afro-Brazilian martial-arts dance). Soon



Outcome

Pupils to combine movements into a sequence.

Character Traits

Curious
Articulate

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

- Pupils should be taught to:
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and well-being.

World War 2—linked to history topic WW2

Lessons Sequence

1. To explain the components of effective performance and how they apply to performing movements with control and rhythm to tell a clear story and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance when performing movements with control and rhythm to tell a clear story and to adapt their performance as a result of their own self-evaluation.
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1. To explain the components of effective performance and how they apply to continuing to perform movements with control and rhythm to tell a clear story and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance to continue performing movements with control and rhythm to tell a clear story and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to create extended sequences with more complex interacting movements and actions and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance to create extended sequences with more complex interacting movements and actions. and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and when learning to create complex sequences with movements that interconnect and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance when learning to create complex sequences with movements that interconnect and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform a dance sequence and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance and perform a dance sequence and to adapt their performance as a result of their own self-evaluation.

Substantive Knowledge/Key Knowledge

The focus of the learning is to explore the behaviours of children, men and women in 1939 (Pre World War II). Pupils will create movements that are creative and include character expression. Pupils perform movements with control and rhythm.

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Pupils will create movements that are creative and include character expression. Pupils perform movements with control and rhythm. Pupils add 5 movements (and a start and finishing pose) to connect the story of the Blitz.

Pupils will create movements that are creative and include character expression. Pupils perform movements with control and rhythm. To improve upon sequences created in small groups (3-4). Pupils add 5 movements (and a start and finishing pose) to connect the story of the Blitz and the Battle of Britain.

To know how to link previously learnt skills.

Disciplinary Knowledge / Skills

Pupils' sequences show clarity, fluency, accuracy and consistency. Pupils to create a sequence that includes one distinctive movement for each character and to conclude with a balance that should reflect the emotion of each person in this situation.

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Pupils' sequences show clarity, fluency, accuracy and consistency. Pupils to create a sequence that includes one distinctive movement for each character and to conclude with a balance that should reflect the emotion of each person in this situation. Pupils practise 4 movements to connect the story of war being announced. Pupils can match each other's movements. Pupils can move in unison. Pupils can use cannon. Pupil's dancing includes a change of levels.

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To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence of 5 prescribe elements (and a start and finishing pose) with a least one cannon, matching and unison movement.

Themes

<i>Travelling and linking actions</i>	To link intricate big and small movements' together. 'Big movements and small movements consistently flow together fluidly. Pupils jump, turn and balance. Pupils add five movements together. Pupils use start and finishing moves. Pupils are using linking movements between big and small movements. Pupils' sequences include a change of levels.
<i>Big and small movements</i>	Pupils to copy big and small movements in a motif. Pupils create their own big and small movements. Pupils to move in character. Pupils match each other's movements. Pupils move in unison. Pupils use cannon.
<i>Expression</i>	Facial expressions and movements more clearly show the audience what the dancer is thinking or feeling. To use expressive vocabulary effectively where appropriate during a performance.
<i>Theme</i>	Pupils create a motif with prescribe elements to multiple themes.
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. To create a sequence with 5 prescribed elements. Including at least one cannon, matching and unison movement. Pupils perform with expression and creativity. Movements demonstrate clarity, fluency, accuracy and consistency.
<i>Evaluation</i>	To be able to tell another child what they did well and how they could improve.

Diversity in the Curriculum

Dancing with Disabilities

Watch the video: https://www.youtube.com/watch?v=v_JiNAK9dY8

Discuss how lots of people love to dancing, including people with disabilities. Discuss how we can be inclusive when dancing and in PE lessons.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Articulate
Curious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.