

Topic – Dance (spring 1)

Dance is a **performing art form** consisting of purposefully selected sequences of **human movement**. This movement has **aesthetic** and **symbolic** value, and is acknowledged as dance by performers and observers within a particular **culture**. Dance can be categorised and described by its **choreography**, by its repertoire of movements, or by its **historical period** or **place of origin**.

	Context and Progression of Skills	Essential Knowledge
Y6	<p>Children will be taught to:</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. (S&A)</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance. (E&I)</p> <p>Choreograph a dance using props. (A&D)</p> <p>Perform dances fluently and with control. (A&D)</p> <p>Use appropriate language to evaluate and refine their own and others' work. (E&I)</p>	<ul style="list-style-type: none"> • Work in different group sizes to create motifs and short dances. • Be able to change dynamics in order to change the mood or feeling of a dance. • Use props. • Be able to critically evaluate others work using key terminology to explain. <p>What do you understand by the term motif? How do you use motifs in order to create a dance?</p> <p>What happens when you make the dynamics stronger and faster?</p> <p>How has the prop enhanced your performance?</p> <p>Can you tell me what was good about that performance, which areas do you think need improving and why?</p>
Y5	<p>Children will be taught to:</p> <p>Adapt and refine actions, dynamics and relationships in a dance. (E&I)</p> <p>Perform different styles of dance clearly and fluently. (S&A)</p> <p>Recognise and comment on dances, showing an understanding of style. (E&I)</p>	<ul style="list-style-type: none"> • Be able to adapt the dance using relationships and dynamics, not necessarily having an impact on the improvement of the dance. • Understand the different styles of dance and know how to perform them well. • Be able to produce and deliver their own warm ups – understanding what a warm up should do.

	<p>Suggest ways to improve their own and other people's work. (E&I)</p> <p>Organise their own warm up and cool down activities to suit the dance. (H&F)</p> <p>Show an understanding of why it is important to warm up and cool down when participating in dance. (H&F)</p>	<p>What do we mean by changing the dynamics? What about relationships?</p> <p>How would we perform _____ style of dance in the best way? Why would we perform it in such a manner?</p> <p>Why do we warm up in dance? – What would constitute a great warm up? Are there different parts of a warm up to consider?</p>
<p>Y4</p>	<p>Children will be taught to:</p> <p>Respond imaginatively to a range of stimuli related to character and narrative. (A&D)</p> <p>Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. (S&A)</p> <p>Use formation, canon and unison to develop a dance. (A&D)</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently. (S&A)</p> <p>Describe, interpret and evaluate dance, using appropriate language. (E&I)</p>	<ul style="list-style-type: none"> • Understand how we can plan and perform a dance from a starting point. • Plan a motif around a starting point to ensure a theme is running through. • Play around with performance elements. • Be able to describe the content of the dance using the correct vocabulary. <p>What is the starting point in your dance? How can we use this to create some actions?</p> <p>What is the theme of your dance? How have you shown me this?</p> <p>What are the different things we can change in a dance to make it better for the audience?</p> <p>Can you tell me what you have included in your dance?</p>
<p>Y3</p>	<p>Children will be taught to:</p> <p>Create dance phrases that communicate ideas. (S&A)</p> <p>Create dance phrases with a partner and in a small group using canon and unison. (S&A)</p>	<ul style="list-style-type: none"> • Be able to come up with movement that tells a story. • Be able to stay in time with music and one another in a dance performance. • Be able to work in groups to make a dance.

	<p>Repeat, remember and perform these phrases in a dance. (S&A)</p> <p>Use dynamic and expressive qualities in relation to an idea. (S&A)</p> <p>Use counts to keep in time with a group and the music. (S&A)</p> <p>Recognise and talk about the movements used and the expressive qualities of dance. (H&F)</p>	<ul style="list-style-type: none"> • Be able to describe their dance, not necessarily using correct vocabulary. <p>Can you tell me how the movements you have included in your dance help to tell the story of _____? What could you change to make this even better?</p> <p>How do you make sure you stay in time with the music? How do you count with music?</p> <p>Can you tell me about the different actions you have used? Why have you chosen to use these movements?</p>
<p>Y2</p>	<p>Children will be taught to:</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)</p> <p>Copy and explore basic movements with clear control. (A&D)</p> <p>Vary levels and speed in sequence and the size of body shapes. (A&D)</p> <p>Add change of direction to a sequence. (S&A)</p> <p>Use and negotiate space clearly. (S&A)</p> <p>Have a clear start, middle and end. (S&A)</p>	<ul style="list-style-type: none"> • Be able to say what they like and don't like about their own performance from videoing and watching back. • Copy basic movements and explore different levels when performing. • Show a clear start and end of the dance. <p>What did you think of your performance when you watched it? What was your favourite part? What do you think you would change when you revisit your dance?</p> <p>Can you follow this movement?</p> <p>What is important to remember when you perform a _____?</p> <p>How do I know when your dance is starting and when your dance is finished?</p>
<p>Y1</p>	<p>Children will be taught to:</p> <p>Explore movement ideas and respond imaginatively to a range of stimuli. (A&D)</p> <p>Move confidently and safely in their own general space using changes of speed level and direction. (A&D)</p>	<ul style="list-style-type: none"> • When shown a stimuli, children can start to use their imaginations to create some form of movement around the starting point, but cannot yet explain it. • Children can understand the use of space and direction when dancing.

	<p>Compose and link movements to make simple beginnings, middles and ends. (S&A)</p> <p>Perform movement phrases using a range of body actions and body parts. (S&A)</p>	<ul style="list-style-type: none">• Start to understand the concept of a start and end position, more guided than in year 2. <p>How do you feel, what movements do you want to do when you see _____? Do you like the _____?</p> <p>Can you tell me why you are doing that movement?</p> <p>Why do we need to move around the whole space when we are dancing?</p> <p>Can you show me your starting position? Ending position?</p>
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