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| **Dance Medium Term Plan KS1**  **NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect  **Concepts:** Joy of movement, personal challenge, building resilience  **Key vocabulary:** In this unit children will have an opportunity to use a range of  words and phrases, such as:  • words to describe travel and stillness, eg gallop, skip, jump,  hop, bounce, spring, turn, spin, freeze, statue  • words to describe direction, eg forwards, backwards,  sideways  • words to describe space, eg near, far, in and out, on the spot,  own  • beginning, middle, end  • words to describe moods and feelings (expressive qualities),  eg jolly, stormy  • words to describe the nature of movement (dynamic  qualities), eg fast, strong, gentle  **Prior learning:** It is helpful if children have:  • followed simple instructions  • moved using simple rhythms  • explored basic body actions  • watched and talked about movement  • had some experience of action songs and action rhymes |
| **Core knowledge: Dance**  **ABOUT THE UNIT**-  In this unit children explore basic body actions, eg jumping and turning, 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. 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.  **WHERE THE UNIT FITS IN**-  This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at 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. Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities, eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.  **CROSS-CURRICULAR LINKS**  This unit could be linked to:  • art and design – looking at how colour expresses moods and  feelings  • poetry and stories – extending descriptive and expressive  vocabulary  • English – describing dances and movements would allow  children to use synonyms and alternative vocals to convey  different shades of meaning  • mathematics – developing counting and patterning skills  • music – understanding world music, celebrations and religious festivals |
| **Wider influences- Worth being familiar with**  In every lesson, most of the children’s learning should take  place through physical activity relating to the core tasks.  • Most lessons should start with short warm-up activities that help  the children remember what they did in the last lesson and prepare  them for what they will learn next. Most lessons should end with  cool-down activities.  • Give the children enough time to try out and practise their ideas  and movements. They should also have time to talk about dance  ideas, stimuli, what they have done, and what they could do in the  future.  • Make sure the children have an opportunity to watch others, talk  about what they see and copy movements. This could include  watching videos of professional dance.  • Give the children specific guidance on what they are doing and how  to do it, as well as general feedback and praise.  • Using electronic keyboards and drum-kits can be a good way to  store different rhythmic patterns for the children to respond to.  Health and safety  • Are the children wearing footwear and clothing that are safe and  help their learning?  • Is the space safe and clear enough to work in?  • Are the children aware of others in the class when they are moving  around?  • Have all the children warmed up and cooled down properly? |
| **Enduring understanding**  Year 1 End of unit-  perform basic body actions; use different parts of the body singly and in combination; show  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  Year 2 End of unit-  explore basic body actions; begin to make single movements and combine movements using  different parts of the body; practise moving expressively and clearly; try to choose  movements that reflect the dance idea; with help, remember, repeat and link movement  phrases and dances; recognise when they feel out of breath when dancing; recognise and  describe some body actions and some expressive and dynamic qualities of movement |
| **Local Links :**   * **Local sports clubs** |