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| **Dance Medium Term Plan Lower KS2****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, Critical thinking and action**Key vocabulary:** In this unit children will have an opportunity to use a range ofwords and phrases, such as:• words to describe actions, dynamics, space and relationships• words to describe group formations, eg square, circle, line• partner, copy, follow, lead• unison, canon, repeat• structure• motif• dance phrase• improvisation, explore**Prior learning:** It is helpful if children have:• used a range of stimuli, including world music• structured short dance phrases and dances on their own andwith a partner• used a range of descriptive language for dance• explored moods, ideas and feelings through body actions• talked to each other about dance and listened to each otherdescribing dance |
| **Core knowledge: Dance****ABOUT THE UNIT**In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by avariety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelingsand 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 upper KS2 Dance, in which children will concentrate on dance inspired by characters and narrative. They will continue to work on their own, with a partner and in small groups, developing their ability to create, perform and appreciate dance.In other physical education units in year 3/4, children concentrate on working with a partner and linking actions (gymnastics); working as a group to solve problems (outdoor and adventurous activities); and linking actions and relay (athletics). Other year 3/4 units focus on themes such as pathways, patterns and shapes.**This unit could be linked to:**• art and design – considering spatial perspective• mathematics – exploring number, shape and space• language – discussing stimuli and performances• science – developing awareness of human body parts• PSHE – developing interpersonal relationships |
| **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 different stimuli, including some from different times and places, as a starting point for structuring simple dances that include partner and group work.
* • Give the children enough time to practise and develop their movements and ideas. They should also have opportunities to talk about, explore and play with dance and movement ideas.
* • Make sure the children have an opportunity to watch and talk about examples of professional dance.
* • Give the children specific guidance on what to do and how to do it, as well as general feedback and praise. Make sure you give them information that they can use to improve the quality of their performance.
* • The children could put together a database of visual images, sounds and actions that they could link to the music.
* 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?
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| **Enduring understanding**Year 3 End of unit- improvise freely, translating ideas from a stimulus into movement; create dance phrases thatcommunicate ideas; share and create dance phrases with a partner and in a small group;repeat, remember and perform these phrases in a dance; use dynamic, rhythmic andexpressive qualities clearly and with control; understand the importance of warming up andcooling down; recognise and talk about the movements used and the expressive qualities ofdance; suggest improvements to their own and other people’s dancesYear 4 End of unit- demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of adance; come up with basic responses to a stimulus; show some understanding of why theyneed to warm up and cool down; use simple words to describe and interpret dance |
| **Local Links :** * **Local sports clubs**
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