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| **Dance Medium Term Plan Upper 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 movementBuilding ResiliencePersonal challengeCritical thinking and Action**Key vocabulary:** In this unit children will have an opportunity to use a range ofwords and phrases, such as:• dance style, technique• formation, pattern, gesture, rhythm• language specific to particular dance styles, eg pavane, haka• motif, variation**Prior learning:**It is helpful if children have:• used video and other visual images to create initial ideas anddevelop dance phrases• gained experience of talking about dance, art and music• gained experience of talking about how to improve theircompositions and performances |
| **Core knowledge: Dance**ABOUT THE UNIT-In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. 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 Dance in upper KS2, in which children will use different visual images as a starting point for dance. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance. In other physical education units in year 5/6, children concentrate on designing and creating complex group sequences using music (gymnastics) and exploring pattern and space (games). Other year 5/6 units focus on visual art and design, and on personal and social issues, eg destruction of the rainforests, refugees, pollution.**CROSS-CURRICULAR LINKS**This unit could be linked to:• drama – using narrative and performance skills• history – exploring the historical origins of dance• ICT – Recording and reviewing their own dances using an Ipad• music – learning about different styles of world music• PSHE – developing awareness of relaxation and stressmanagement through dance• spiritual, moral, social and cultural work – developingunderstanding of beliefs, values and attitudes |
| **Wider influences- Worth being familiar with** • In every lesson, most of the children’s learning should takeplace through physical activity relating to the core tasks.• Most lessons should start with short warm-up activities that helpthe children remember what they did in the last lesson and preparethem for what they will learn next. Most lessons should end withcool-down activities.• Give the children enough time to practise and develop theirmovements and ideas. They should also have opportunities to talkabout, explore and play with dance and movement ideas.• Give children opportunities to watch and work with differentpartners and groups.• 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 theminformation that they can use to improve the quality of theirperformance.• The children could put together a database of visual images, soundsand actions that they could link to music They could alsouse a tablet to record, compare and contrast their ownvariations of motifs.• Engaging with the specialist vocabulary of dance would reinforcechildren’s investigations of technical language when carrying outliteracy work.Health and safety• Are the children wearing footwear and clothing that are safe andhelp their learning?• Is the space safe and clear enough to work in?• Are the children aware of others in the class when they are movingaround?• Have all the children warmed up and cooled down properly? |
| **Enduring understanding**Year 5 End of unit- create and perform simple dances that attempt to focus on the style of the dance; take partin group dances; take part in discussions about the structure of the dance or finalperformance; with help, choose exercises to warm up and cool down; show someunderstanding of how to exercise safely in dance; use simple words to talk about their ownand other people’s workYear 6 End of unit-  compose motifs and plan dances creatively and collaboratively in groups; adapt and refinethe way they use weight, space and rhythm in their dances to express themselves in the styleof dance they use; perform different styles of dance clearly and fluently; organise their ownwarm-up and cool-down exercises; show an understanding of safe exercising; recognise andcomment on dances, showing an understanding of style; suggest ways to improve their ownand other people’s work |
| **Local Links :** * **Local sports clubs**

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