

Physical Education Curriculum

Dance – Medium Term Plan – Sequence of Learning



Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Foundation Stage 1	In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	<ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback 	<ul style="list-style-type: none"> I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others. 	<ul style="list-style-type: none"> Action bend Count Direction High Low Move Shake Space Twist
Foundation Stage 2	In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	<ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: confidence, independence Thinking: comprehension, provide feedback, select and apply actions, creativity 	<ul style="list-style-type: none"> I am confident to try new challenges and perform in front of others. I can combine movements, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. 	<ul style="list-style-type: none"> Action Beat Counts Direction Fast Finish position High Low Quickly Shape Slowly Start position Travel

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Dance.

Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Year 1	<p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>THEME: Weather</p> <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting To explore pathways in my dance To create my own dance using, actions, pathways and counts. <p>THEME: Pirates</p> <ul style="list-style-type: none"> To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, determination, kindness Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall 	<ul style="list-style-type: none"> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance I show some sense of dynamic and expressive qualities in my dance 	<ul style="list-style-type: none"> Action Balance Beat Copy Counts Direction Fast Level Pathway Pose Quickly Slow Slowly Timing
Year 2	<p>This unit links to the following strand of the NC: perform dances using simple movement patterns</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>THEME: Secret Garden</p> <ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. <p>THEME: Jack Frost</p> <ul style="list-style-type: none"> To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions I show confidence to perform. 	<ul style="list-style-type: none"> Action Counts Create Direction Dynamics Expression Level Matching Mirroring Pathway Perform Speed Timing Unison

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Year 3	<p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>THEME: Machines</p> <ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. <p>THEME: Superpowers</p> <ul style="list-style-type: none"> To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback 	<ul style="list-style-type: none"> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea 	<ul style="list-style-type: none"> Action Canon Create Dynamics Explore Expression Extend Feedback Formation Interact Pathway Perform Pose Timing Unison
Year 4	<p>This unit links to the following strand of the NC: perform dances using a range of movement patterns</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>THEME: The Spy</p> <ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. <p>THEME: Carnival</p> <ul style="list-style-type: none"> To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension 	<ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> Action Action and reaction Canon Dynamics Expression Flow Formation Match Mirror Order Performance Phrase Relationship Represent Rhythm Space Structure Timing Unison

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Dance.

Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Year 5	<p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils 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. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p>THEME: Dance by Chance</p> <ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. <p>THEME: Rock 'n' Roll</p> <ul style="list-style-type: none"> To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence, perseverance Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills 	<ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> Action Canon Choreograph Choreography Collaborate Dynamics Formation Genre Motif Pathway Performance Phrase Posture Quality Relationship Space Structure Timing Transition Unison
Year 6	<p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>THEME: Bhangra</p> <ul style="list-style-type: none"> To demonstrate a sense of rhythm and energy when performing bhangra style motifs To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. <p>THEME: 70's Disco</p> <ul style="list-style-type: none"> To copy and repeat a phrase of movement in the 1970s disco style. To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance. 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: share ideas, collaboration, support, communication, inclusion, respect, leadership Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills 	<ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. 	<ul style="list-style-type: none"> Action Aesthetic Choreography Dynamics Express Formation Freeze frame Inspiration Mood Motif Phrase Pose Refine Rehearse Stimulus Structure Style Transition

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