

Dance:

Big Ideas/ Key Elements of PE		
- Movement - Development of skills and techniques - Application of skills and techniques - Co-operation/teamwork	- Competition Games Tactics - Challenge	- Analysis and evaluation - Preparation for life and participation - Health and fitness Swimming

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions (skills)	Knowledge	Vocabulary
R							
1		<p>Phe 1- In this unit children explore basic body actions, <i>eg jumping and turning</i>, 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.</p>	<p>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.</p> <p>Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities, <i>eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Copy and remember moves and positions • perform basic body actions with control • use different parts of the body singly and in combination; • choose movements to communicate a mood, feeling or idea (expressive) • vary the way they use space; • Link two or more actions to perform a sequence 	<p>-Know simple name of body parts and identify which ones are moving for different actions</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • words to describe travel and stillness, <i>eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i> • words to describe direction, <i>eg forwards, backwards, sideways</i> • words to describe space, <i>eg near, far, in and out, on the spot, own</i> • beginning, middle, end • words to describe moods and feelings (expressive qualities), <i>eg jolly, stormy</i> • words to describe the

							nature of movement (dynamic qualities), <i>eg fast, strong, gentle</i>
2		<p>Phe2 - In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different times and cultures.</p> <p>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.</p>	<p>This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings. They will also develop their ability to work with a partner and in a small group.</p> <p>In other year 2 units children explore themes such as pathways, patterns and formations.</p>	<ul style="list-style-type: none"> • used space safely • explored a range of body actions using the whole body and individual parts of the body • created and copied a short movement phrase • explored a range of dynamic qualities, <i>eg heavy, light, strong, fast</i> • had some experience of watching dance and describing body actions 	<ul style="list-style-type: none"> • Copy and remember moves and positions • perform body actions with control and coordination; • choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; • link actions; remember and repeat dance phrases • perform short dances, showing an understanding of mood, feeling or idea (expressive) • describe the mood, feelings and expressive qualities of dance; • suggest ways they could improve their work 	<p>- know why it is important to be active;</p> <p>- describe how dancing affects their body;</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • words to describe body actions and body parts • stimulus (the starting point for dance) • words to describe levels, <i>eg high, medium, low</i> • words to describe directions • words to describe pathways, <i>eg curved, zigzag</i> • words to describe moods, ideas and feelings, <i>eg happy, angry, calm, excited, sad, lonely</i> • tired, hot, sweaty, heart rate • warm up, cool down

3		<p>Phe8 - In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.</p> <p>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.</p>	<p>This unit lays the foundations for 'Dance activities – unit 4', 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.</p> <p>In other physical education units in year 3, 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 units focus on themes such as pathways, patterns and shapes.</p>	<ul style="list-style-type: none"> • used a range of stimuli, including world music • structured short dance phrases and dances on their own and with 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 other describing dance 	<ul style="list-style-type: none"> • Using a stimulus (music or idea) improvise dance moves • create dances and movements to communicate an idea or message • With a partner and in a small group, share and create dance sequences • repeat, remember and perform these sequences in a dance • Move in a clear, fluent and expressive manner • recognise and talk about the movements used and the expressive qualities of dance • suggest improvements to their own and other people's dances • Develop physical strength and suppleness by practicing moves and stretching 	<p>- understand the importance of warming up and cooling down and know the effects of our body</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • words to describe actions, dynamics, space and relationships • words to describe group formations, eg <i>square, circle, line</i> • partner, copy, follow, lead • unison, canon, repeat • structure • motif • dance phrase • improvisation, explore
4		<p>Phe9 - In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p> <p>In dance as a whole, children think about how</p>	<p>This unit lays the foundations for 'Dance activities – unit 5', in which children will look at different styles of dance, create and perform in larger groups, and develop their ability to evaluate their performance.</p> <p>In other physical education units in year 4, children concentrate on combining and linking phrases of movement fluently and with control (games, gymnastics and athletics) and on working in groups and different environments (outdoor and adventurous activity).</p>	<p>have:</p> <ul style="list-style-type: none"> • used different stimuli to create dances on their own, with a partner and in small groups • experienced drama techniques such as 'snapshots', role play and simple storylines • created and written stories • worked in groups 	<ul style="list-style-type: none"> • respond imaginatively to a range of stimuli related to character and narrative • On their own, with a partner and in a group, plan, perform and repeat sequences • refine, repeat and remember dance sequences and dances; • perform dances clearly and fluently; • Change speed and levels within a performance • show a clear understanding of how to warm up and cool down 	<p>- show a clear understanding of how to warm up and cool down safely;</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • character • narrative, costume, props • describe, analyse, interpret, evaluate • communication • gesture • words to describe

		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.		<ul style="list-style-type: none"> • watched different dance forms on video or at the theatre • watched theatre live or on video • user larger spaces and different heights and directions 	<p>safely;</p> <ul style="list-style-type: none"> • describe, interpret and evaluate dance, using appropriate language • Continue to develop physical strength and suppleness by practicing moves and stretching 		<p>choreographic devices, eg <i>unison, canon, repetition, action and reaction, question and answer</i></p> <ul style="list-style-type: none"> • myth, legend • mobilise joints • diet
5		<p>Phe21- 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.</p> <p>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.</p>	<p>This unit lays the foundations for ‘Dance activities – unit 6’, 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.</p> <p>In other physical education units in year 5, children concentrate on designing and creating complex group sequences using music (gymnastics) and exploring pattern and space (games). Other year 5 units focus on visual art and design, and on personal and social issues, eg <i>destruction of the rainforests, refugees, pollution</i>.</p>	<p>It is helpful if children have:</p> <ul style="list-style-type: none"> • created and performed simple folk or social dances in groups • used video and other visual images to create initial ideas and develop dance phrases • gained experience of talking about dance, art and music • gained experience of talking about how to improve their compositions and performances 	<ul style="list-style-type: none"> • Plan, perform and evaluate dances creatively and collaboratively in groups • Hold a precise and strong body posture • Express and perform an idea with high energy, slow grace or other themes and maintain throughout piece • perform different styles of dance clearly and fluently • recognise and comment on dances, showing an understanding of style; • suggest ways to improve their own and other people’s work • show an understanding of safe exercising 	<p>- To know effective stretches for specific body parts and to organise their own warm-up and cool-down exercises for a group</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • dance style, technique • formation, pattern, gesture, rhythm • language specific to particular dance styles, eg <i>pavane, haka</i> • motif, variation
6		<p>Phe22- In this unit children will focus on using different visual images as the starting point for</p>	<p>This unit lays the foundation for future dance units, in which children will consolidate and extend their knowledge, skills and understanding of composing, performing and appreciating dance.</p>	<ul style="list-style-type: none"> • experienced a wide range of stimuli for dance • copied and adapted movement 	<ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture • work creatively and imaginatively on their own, 	<p>- To be able to warm up and cool down independently;</p>	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • improvisation

		<p>composing, performing and watching 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.</p>	<p>They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting. They will also increase their knowledge of dance styles from different social, historical and cultural contexts.</p>	<p>material from videos</p> <ul style="list-style-type: none"> • composed and performed dances with a partner, in trios and in groups • experienced different styles of dance 	<p>with a partner and in a group to complex sequences</p> <ul style="list-style-type: none"> • plan to perform to an idea with high energy, slow grace or other themes and maintain throughout piece • perform complex moves that combine strength and stamina gained through gymnastic activities (e.g. cartwheel or handstands) • use appropriate criteria to evaluate and refine their own and others' work; • talk about dance with understanding, using appropriate language and terminology 	<p>- understand how dance helps to keep them healthy;</p>	<ul style="list-style-type: none"> • unison, canon, action, reaction • motif, phrase, section • form, <i>eg AB, ABA, ABAC</i> • artistic intention • exploration • dance framework • interpret
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