

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A Dance

**Key Concept- Concepts:**

**PoS aims from NC:**

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

**Prior Learning (what pupils already know and can do)**

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

**Long-term Learning (what pupils MUST know and remember) End Goals**

**Year 1 related skill acquisition**

- \*Copy and repeat actions
- \*Put a sequence of actions together to create a motif
- \*Vary the speed of their actions
- \*Use simple choreographic devices such as unison, canon and mirroring
- \*Begin to improvise independently and create a simple dance

**Year 2 related skill acquisition**

- \*Begin to improvise with a partner to create a simple dance
- \*Create motifs from different stimuli
- \*Begin to compare and adapt movements and motifs to create a larger sequence
- \*Perform with some awareness of rhythm and expression

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.

**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

Session 1

Skills: I can....

Use my body and create simple theme related shapes, movements and actions

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Knowledge: I know....

How to contribute simple key words to an age appropriate theme related mind map

How to translate ideas into simple theme related shapes, movements, actions.

Assessment: I can....

Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

Overall Outcome:

To develop the 1st 12 counts of our 'Jungle' Motif

Lesson Objectives:

To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)

To use a mind map to help us move like different Jungle that we know (show different types of travel showing good timing and use of levels)

Session 2

Skills: I can....

Use my body to express simple theme related shapes, movements and feelings

Show good listening skills

Knowledge: I know....

How to use the words in a poem to create shapes, movements or feelings

Assessment: I can....

Seeks support, emotional 'refuelling' and practical help in new or challenging situations

Overall Outcome:

To use a poem to help us to develop the 2nd 12 counts of our 'Jungle' Motif

Lesson Objectives:

To listen carefully to the poem and be creative with our movements

To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)

Session 3

Skills: I can....

Travel safely and creatively in space

Show different levels when I travel

Knowledge: I know....

That we need to look forwards to safely move around in space

That we need to control our speed to ensure safety

Assessment: I can....

Is proactive in seeking adult support and able to articulate their wants and needs

Overall Outcome:

To use the actions from our motif to create a short travelling section showing use of changes in level.

Lesson Objectives:

To be creative in our use of travelling movements

To show use of different levels in our travelling movements

To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)

Session 4

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Skills: I can....

Work with a partner

Look at pictures and create shapes, movements and actions

Knowledge: I know....

How to turn what I see into ways of moving

How to listen to other people's ideas and vocalise my own thoughts

Assessment: I can....

Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

Overall Outcome:

To work in pairs and use pictures to help us make up the first half of 8 – 16 count section to add onto our performance piece after the individual travel

Lesson Objectives:

To work well in pairs showing good listening

To use the pictures to come up with creative and imaginative actions

Teacher led stretches to encourage flexibility, extension and balance and posture

Session 5

Skills: I can....

Work with a partner

Look at pictures and create shapes, movements and actions

Knowledge: I know....

How to turn what I see into ways of moving

How to listen to other people's ideas and vocalise my own thoughts

Assessment: I can....

Seeks support, emotional 'refuelling' and practical help in new or challenging situations

Overall Outcome:

To make up second half of 8 – 16 count section to add onto our performance piece after the individual travelling section

Lesson Objectives:

To work well in pairs showing good listening

To use the pictures to come up with creative and imaginative actions

Teacher led stretches to encourage flexibility, extension and balance and posture

Session 6

Skills: I can....

Remember and perform a basic sequence of movement when led by a teacher

Identify what good looks like

Knowledge: I know....

How to be aware of people's feelings when giving and receiving simple feedback

Control is important when performing

Assessment: I can....

Is proactive in seeking adult support and able to articulate their wants and needs

Overall Outcome:

To perform, review and improve our finished Jungle themed performance piece.

Lesson Objectives:

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To understand what a good performance is

To give useful feedback to our partner

To improve our own performance based on feedback from partner

**Future learning this content supports:**

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.