

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year B Dance

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:

- 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

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

Y3 Dance skill

- *Identify and repeat the movement patterns and actions of a chosen dance style
- *Compose a dance that reflects the chosen dance style
- *Confidently improvise with a partner or on their own

- *Compose longer dance sequences in a small group
- demonstrate precision and some control in response to stimuli
- *Begin to vary dynamics and develop actions and motifs in response to stimuli
- *Demonstrate rhythm and spatial awareness

Y4 Dance skill

- *Identify and repeat the movement patterns and actions of a chosen dance style
- *Compose a dance that reflects the chosen dance style
- *Confidently improvise with a partner or on

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their own

*Compose longer dance sequences in a small group
*Demonstrate precision and some control in response to stimuli

ABOUT THE UNIT

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.

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 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.

Key Vocabulary

In this unit children will have an opportunity to use a range of words 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

Lesson 1

Skills: I can....

Develop a motif demonstrating some agility, balance, coordination and precision

Knowledge: I know....

How to contribute key words to a theme related mind map

How to translate words/ideas into actions and combine together

Assessment: I can....

Demonstrate agility, balance, coordination and precision.

Overall Outcome:

Develop a 32 – 48 count Dance around the World Motif using a mind map and whole group choreography to produce actions.

Lesson Objectives:

To share what we know about the theme

To creatively use the words from the mind map to help us move in different ways

Show good timing, posture, and extension

Lesson 2

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Skills: I can....

Creatively change static actions into travelling movements

Show different levels and pathways when I travel

Knowledge: I know....

How to translate theme related actions into travelling movements

Assessment: I can...

Will vocalise opinions across different areas of the curriculum

Overall Outcome:

To develop a 32 count Individual travelling section using 2 – 3 of the actions from last weeks' motif showing changes in level and pathway

Lesson Objectives:

To use the actions from the motif creatively using different body parts and movements

Show changes in level and pathway when travelling

Show good timing and control

Lesson 3

Skills: I can....

Communicate effectively with a partner

Knowledge: I know....

How to translate images into actions to communicate meaning

Assessment: I can...

Communicate effectively and listens to others

Overall Outcome:

To work in Pairs and use pictures as a stimulus to develop a 16 count pairs section to add to our performance piece.

To use the pictures creatively

To show use of mirror image and changes in level

To work co-operatively

Lesson 4

Skills: I can....

Communicate effectively within a group

Knowledge: I know....

How to listen to other's and share my own ideas

How to translate words from a poem into movements

Assessment: I can...

Work well with others in a range of contexts

Overall Outcome:

To work in small groups (suggest 4's) and use their poems to start developing a 16 or 32 count group section including Canon and change in Formation

Lesson Objectives:

To work well in groups showing good cooperation skills.

To use the poem as a stimulus for creative and imaginative actions

Show use of Canon and changes in formation

Lesson 5

Skills: I can....

Communicate effectively within a group

Improve our ideas

Knowledge: I know....

How to use canon, formation changes, direction and level to improve our ideas

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

Assessment: I can...

Reflect and recognise success in self and others

Overall Outcome:

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To finalise and perform the 16 – 32 count small group section, ensuring inclusion of Canon and changes in Formation.
Lesson Objectives:

To work well in groups showing good cooperation skills and provide useful peer feedback.
To use the poem a stimulus for creative and imaginative actions
Show use of Canon and changes in Formation when creating and performing

Lesson 6

Skills: I can...

Evaluate the work of other's using accurate technical language

Knowledge: I know....

How to recognise good timing, execution and performance skills

Assessment: I can...

Able to comment constructively on the work of others

Overall Outcome:

To perform, review and improve our finished performance piece.

Lesson Objectives:

To understand what makes a good performance

To give useful feedback to our partner

To improve our own performance based on feedback

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.