

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A 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 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

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

<u>Y5 skill</u>	<u>Y6 skill</u>	
*Show fluency/control in chosen dances in response to stimuli.	*Create & perform dances in a variety of styles consistently	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 and exploring pattern and space (games)..
*Perform fluent dances with characteristics of different styles/eras.	*Be aware of & use musical structure, rhythm & mood & can dance accordingly.	
*Adapt & refine (in pair/group), dances that vary direction, space & rhythm.	*Use appropriate criteria & terminology to evaluate performances	

Key Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

- dance style, technique
- formation, pattern, gesture, rhythm
- language specific to particular dance styles, eg pavane, haka
- motif, variation

Session 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...

Moves fluently and can performs a wide range of skills confidently and competently

Overall Outcome:

To learn and perform the Haka

Lesson Objectives:

To share knowledge of the Haka

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

To learn the actions and words for Ka Mate Haka
Focus on good timing and performing motif in unison

Session 2

Skills: I can....

Creatively change static actions into travelling movements
Show different levels, pathways and directions when I travel

Knowledge: I know....

How to translate theme related actions into creative travelling movements

Assessment: I can...

Thinks creatively to find solutions to challenges across different areas of the curriculum

Overall Outcome:

To develop an individual section to add to last week's Haka

Lesson Objectives:

To turn 3 – 4 actions into a travelling section

To include use of level changes, pathway and different directions.

Session 3

Skills: I can....

Communicate effectively with a partner

Knowledge: I know....

How to translate images into actions to communicate meaning

Assessment: I can...

Able to work constructively, irrespective of who they are working with or the area of PE.

Overall Outcome:

To develop a 22 second pairs section using a picture as a stimulus

Lesson Objectives:

To be creative with ideas when using the stimulus

Good teamwork

To include use of mirror image, and changes in level and direction in choreography

Session 4

Skills: I can....

Communicate effectively within a group

Knowledge: I know....

How to use chance choreography to create a sequence

Assessment: I can...

Listens actively, respects the opinion of others and contributes ideas

Overall Outcome:

To work in small groups and start to develop a 20 second small group section using chance choreography

Lesson Objectives:

To work well in groups

To effectively use chance choreography

To include changes in formation, dynamics, Canon, Unison, Direction and Level.

Session 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...

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Knows what they need to do to improve and what others need to do to improve their performance.

Lesson Objectives:

To work well in groups

To effectively use chance choreography

To include changes in formation, dynamics, Canon, Unison, Direction and Level.

Session 6

Skills: I can....

Evaluate the work of other's using simple technical language

Knowledge: I know....

How to recognise good timing, execution and performance skills

Assessment: I can...

Evaluates the work of others using technical language including setting targets for improvement.

Overall Outcome:

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

Lesson Objectives:

To understand what a good performance is

To give useful feedback to our partner using appropriate and relevant dance vocabulary

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.