

PE

Dance KS1

Remember when

Copy and remember basic movements
Show rhythm in moving to a piece of music.

Sticky skills

Copies and explores basic movements and body patterns
Remembers simple movements and dance steps
Links movements to sounds and music.
Responds to range of stimuli.

Key vocabulary

KS1

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Rhythm: is a repeated pattern of movements or sounds.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Control: means moving our bodies in time with the music, beat or sound.

Moving: means using a variety of body parts to move around the space in a creative way.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: is a series of movements that are repeated.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Learning Journey

Year 1

Creating their own movements



Exploring relationships within our movements



Year 2

Exploring Expression



Linking movements together



Creating a motif with expression characterisation and emotion

Cognitive

Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.

Social

Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.

Wellness

Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

National Curriculum

Pupils should be taught to: perform dances using simple movement patterns.

Learning Objective / Focus

Lesson Sequence Outline

Year One

Session 1: LO: to create a range of controlled movements that represent a superhero, control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position)

Focus: (Performing movements in sequence)

Session 2: LO: to extend their sequence whilst performing as their character and to perform a range of controlled movements that demonstrate their superheroes' superpowers

Focus: (Character performance)

Session 3: LO: to extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something

Focus: (Extending character performance: Creating movements that represent a superhero rescuing/saving, someone/something)

Session 4: LO: to create a range of controlled movements that represent a villain, control and co-ordinate their bodies to perform a sequence of movements, including a balance

Focus: (Creating their own movements)

Dance: Heroes

Overview: The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.

Physical: Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

See session plans attached or log on to Complete PE to access relevant documents

	<p>Session 5: LO: to respond to a rhythm performing a range of controlled movements that represent a superhero and villain. Pupils will also explore the relationships between the two characters when performing their movements.</p> <p>Focus: (Exploring relationships within our movements)</p> <p>Session 6: LO: to explore the problems that day to day heroes might face and create solutions through dance movements.</p> <p>Focus: (Exploring character movements)</p>		
Year Two	<p>Session 1: LO: to respond to the stimulus using a range of different, controlled movements showing expression.</p> <p>Focus: (Exploring expression)</p> <p>Session 2: LO: to respond to the stimulus (sweets) using a range of different and controlled movements.</p> <p>Focus: (Flow: Linking movements together)</p> <p>Session 3: LO: to develop our character work, adding movements, expression and emotion to create a motif.</p> <p>Focus: (Creating a motif with characterisation, expression and emotion)</p> <p>Session 4: LO: to create movements that are telling a story while incorporating emotion and varying dynamics. and create a sequence of movements that flow.</p> <p>Focus: (Creating extended sequences with a partner)</p> <p>Session 5: LO: to explore a variety of movements in character with a partner.</p> <p>Focus: (Explore movement combinations)</p> <p>Session 6: LO: to consider the texture, taste and appearance of sweets as they created different movement combinations to represent this.</p> <p>Focus: (Explore movement combinations)</p>	<p style="text-align: center;"><u>Dance: Mr. Candy's Sweet Shop</u></p> <p>Overview: The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p> <p>Physical: Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	
Working towards	End of unit assessment Working at Age related expectations		Working at a greater depth