

# PE

## Dance KS2

### Remember when

Begin to exaggerate dance movements and motifs (using expression when moving)  
Demonstrate strong movements throughout a dance sequence.  
Combines flexibility, techniques and movements to create a fluent sequence.  
Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.  
Begin to show a change of pace and timing in their movements.  
Uses the space provided to his maximum potential.  
Improvises with confidence, still demonstrating fluency across their sequence.  
Modifies parts of a sequence as a result of self and peer evaluation.  
Uses more complex dance vocabulary to compare and improve work.

### Sticky skills

Exaggerate dance movements and motifs (using expression when moving)  
Perform with confidence, using a range of movement patterns.  
Demonstrate a strong imagination when creating own dance sequences and motifs.  
Demonstrate strong movements throughout a dance sequence.  
Combines flexibility, techniques and movements to create a fluent sequence.  
Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.  
Begin to show a change of pace and timing in their movements.  
Is able to move to the beat accurately in dance sequences.  
Improvises with confidence, still demonstrating fluency across their sequence.  
Dances with fluency, linking all movements and ensuring they flow.  
Demonstrate consistent precision when performing dance sequences.  
Modifies parts of a sequence as a result of self and peer evaluation.  
Uses more complex dance vocabulary to compare and improve work.

### Key vocabulary

#### KS2

**Motif:** is a series of movements that are repeated.  
**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.  
**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.  
**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.  
**Stimulus:** stimulus is something that provokes or causes an action or response.  
**Rhythm:** is a repeated pattern of movements or sounds.  
**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.  
**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

## Learning Journey

### Year 3

Creating motifs with a partner in character



Extending performances with a partner in character



Developing characterisation by exploring good vs bad characters



### Year 4

Developing sequences with a partner in character that show relationship and interlinking movements



Developing character dance



Sequences, relationships, choreography and performance



### Year 5

Creating a circus performance incorporating characterization



Extending a circus performance incorporating props and apparatus



### Year 6

Creating rhythmic patterns using our bodies



Experiencing dance from a different culture and consolidating choreography

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

### Cognitive

**Year 3:** Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options

**Year 4:** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.

**Year 5:** Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.

**Year 6:** Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.

### Social

**Year 3:** Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.

**Year 4:** Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.

**Year 5:** Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.

**Year 6:** Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance

### Wellness

**Year 3:** Pupils will strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.

**Year 4:** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

**Year 5:** Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

**Year 6:** Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

### National Curriculum

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to show their personal best.

### Learning Objective / Focus

### Lesson Sequence Outline

**Year Three**

**Session 1:** LO: to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.

#### Dance: Wild Animals

**Overview:** The unit of work will challenge pupils to respond to different stimuli being able to sustain

	<p><b>Focus:</b> Responding to stimuli</p> <p><b>Session 2:</b> LO: to build on the character work adding drama and emotion to dance and to create motifs in pairs</p> <p><b>Focus:</b> Developing character dance into a motif</p> <p><b>Session 3:</b> LO: to execute a wider variety of movements singly and in extended sequences, with a partner.</p> <p><b>Focus:</b> Extending sequences with a partner in character</p> <p><b>Session 4:</b> LO: to execute a wide variety of movements singly and in extended sequences, with a partner.</p> <p><b>Focus:</b> Developing sequences with a partner in character that show relationships</p> <p><b>Session 5:</b> LO: to extend dance skills by using more complex actions.</p> <p><b>Focus:</b> Extending dance skills in choreography</p> <p><b>Session 6:</b> LO: to bring together the choreography from the suggested sequence of learning to create a final performance.</p> <p><b>Focus:</b> Sequences, relationships, choreography and performance</p>	<p>characters to add drama and emotion to the dance. Pupils will bring together their choreography and characterisation skills to tell a story.</p> <p><b>Physical:</b> Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
<p><b>Year Four</b></p>	<p><b>Session 1:</b> LO: to explore movement through improvisation, introducing unison and matching.</p> <p><b>Focus:</b> Responding to stimuli working together</p> <p><b>Session 2:</b> LO: apply a canon into our movements when performing as a character reacting to a discovery.</p> <p><b>Focus:</b> Extending sequences with a partner in character</p> <p><b>Session 3:</b> LO: to build on the character work from suggested sequence of learning part 2 adding drama and emotion to our dance.</p> <p><b>Focus:</b> Developing character dance</p> <p><b>Session 4:</b> LO: to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p><b>Focus:</b> Developing sequences with a partner in character that show relationships and interlinking dance moves</p> <p><b>Session 5:</b> LO: to bring together pupils' choreography from suggested sequence of learning part 4.</p> <p><b>Focus:</b> Sequences, relationships, choreography and performance</p> <p><b>Session 6:</b> LO: to bring the entire dance together and perform it.</p> <p><b>Focus:</b> Full performance</p>	<p style="text-align: center;"><b><u>Dance: Space</u></b></p> <p><b>Overview:</b> The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p><b>Physical:</b> Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
<p><b>Year Five</b></p>	<p><b>Session 1:</b> LO: to explore the social divide and prejudices that existed in the 19th century through movement.</p> <p><b>Focus:</b> Exploring society in the 19th Century (1850): Dynamics and prejudices</p> <p><b>Session 2:</b> LO: to demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation</p> <p><b>Focus:</b> Developing character movements linked to 19th Century (1850) prejudices</p> <p><b>Session 3:</b> LO: to create movements that represent a variety of different circus performers.</p> <p><b>Focus:</b> Creating movements to represent different characters and performers in a 19th Century (1850) circus</p>	<p style="text-align: center;"><b><u>Dance: The Circus</u></b></p> <p><b>Overview:</b> The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.</p> <p><b>Physical:</b> Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>

	<p><b>Session 4:</b> LO: to bring together the different characters and performers that would have formed a 19th Century (1850) circus.</p> <p><b>Focus:</b> Creating a 'Circus Performance' incorporating characterisation linked to a variety of performers</p> <p><b>Session 5:</b> LO: to consolidate our performance utilising props and apparatus to extend characterisation and expression.</p> <p><b>Focus:</b> Extending our 'Circus Performance' incorporating props and apparatus linked to the variety of performers</p> <p><b>Session 6:</b> LO: to finalise and perform our circus routine.</p> <p><b>Focus:</b> Circus Performance</p>	
<p><b>Year Six</b></p>	<p><b>Session 1:</b> LO: to create group movements selecting and applying choreography into a routine.</p> <p><b>Focus:</b> Performing with technical control and rhythm in a group</p> <p><b>Session 2:</b> LO: to develop group movements selecting and applying choreography into a routine.</p> <p><b>Focus:</b> Creating rhythmic patterns using our body</p> <p><b>Session 3:</b> LO: to experience dances from different cultural traditions.</p> <p><b>Focus:</b> Experiencing dance from a different culture</p> <p><b>Session 4:</b> LO: to continue to experience dances from different cultural traditions.</p> <p><b>Focus:</b> Experiencing dance from a different culture and consolidating choreography</p> <p><b>Session 5:</b> LO: to review, describe and evaluate our dance performances.</p> <p><b>Focus:</b> Final chorographical elements including still imagery</p> <p><b>Session 6:</b> LO: to continue to review, describe and evaluate our dance performances.</p> <p><b>Focus:</b> Final chorographical elements including still imagery</p>	<p style="text-align: center;"><b><u>Dance: Carnival</u></b></p> <p><b>Overview:</b> The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p><b>Physical:</b> Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
<p style="text-align: center;">Working towards</p>	<p style="text-align: center;"><b>End of unit assessment</b> Working at Age related expectations</p>	<p style="text-align: center;">Working at a greater depth</p>