

## Tollerton Primary School

### Dance:

#### Big Ideas/ Key Elements of PE

<ul style="list-style-type: none"> <li>- Movement</li> <li>- Development of skills and techniques</li> <li>- Application of skills and techniques</li> <li>- Co-operation/teamwork</li> </ul>	<ul style="list-style-type: none"> <li>- Competition</li> <li>- <del>Games</del></li> <li>- <del>Tactics</del></li> <li>- Challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis and evaluation</li> <li>- Preparation for life and participation</li> <li>- Health and fitness</li> <li>- <del>Swimming</del></li> </ul>
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Yr	Prior Learning it builds on	Intentions	Vocabulary
R	<ul style="list-style-type: none"> <li>▪ followed simple instructions</li> <li>▪ had some experience of action songs and action rhymes</li> <li>▪ explored basic body actions</li> </ul>	<p>To perform basic body actions with a variety of body parts. To move with increasing control. To develop their ability to move to music as a form of expression. Children are to be able to copy modelled movements and experiment with their own. Observe and copy short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions.</p> <p>EAD – Media &amp; Materials Children dance and experiment with ways of changing it.</p> <p>EAD – Being Imaginative They represent their own ideas, thoughts and feelings through music, Dance.</p> <p>PD – Moving &amp; Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> <li>• words to describe travel and stillness, eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</li> <li>• words to describe direction, eg forwards, backwards, sideways</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ followed simple instructions</li> <li>▪ moved using simple rhythms</li> <li>▪ explored basic body actions</li> <li>▪ watched and talked about movement</li> <li>▪ had some experience of action songs and action rhymes</li> </ul>	<p>perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement</p>	<ul style="list-style-type: none"> <li>• words to describe travel and stillness, eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</li> <li>• words to describe direction, eg forwards, backwards, sideways</li> <li>• words to describe space, eg near, far, in and out, on the spot, own</li> <li>• beginning, middle, end</li> <li>• words to describe moods and feelings (expressive qualities), eg jolly, stormy</li> </ul>

			<ul style="list-style-type: none"> <li>• words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ used space safely</li> <li>▪ explored a range of body actions using the whole body and individual parts of the body</li> <li>▪ created and copied a short movement phrase</li> <li>▪ explored a range of dynamic qualities, eg heavy, light, strong, fast</li> <li>▪ had some experience of watching dance and describing body actions</li> </ul>	perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work	<ul style="list-style-type: none"> <li>• words to describe body actions and body parts</li> <li>• stimulus (the starting point for dance)</li> <li>• words to describe levels, eg high, medium, low</li> <li>• words to describe directions</li> <li>• words to describe pathways, eg curved, zigzag</li> <li>• words to describe moods, ideas and feelings, eg happy, angry, calm, excited, sad, lonely</li> <li>• tired, hot, sweaty, heart rate</li> <li>• warm up, cool down</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ used a range of stimuli, including world music</li> <li>▪ structured short dance phrases and dances on their own and with a partner</li> <li>▪ used a range of descriptive language for dance</li> <li>▪ explored moods, ideas and feelings through body actions</li> <li>▪ talked to each other about dance and listened to each other describing dance</li> </ul>	improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances	<ul style="list-style-type: none"> <li>• words to describe actions, dynamics, space and relationships</li> <li>• words to describe group formations, eg square, circle, line</li> <li>• partner, copy, follow, lead</li> <li>• unison, canon, repeat</li> <li>• structure</li> <li>• motif</li> <li>• dance phrase</li> <li>• improvisation, explore</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ used different stimuli to create dances on their own, with a partner and in small groups</li> <li>▪ experienced drama techniques such as 'snapshots', role play and simple storylines</li> <li>▪ created and written stories</li> <li>▪ worked in groups</li> <li>▪ watched different dance forms on video or at the theatre</li> <li>▪ watched theatre live or on video</li> <li>▪ user larger spaces and different heights and directions</li> </ul>	respond imaginatively to a range of stimuli related to character and narrative; use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language	<ul style="list-style-type: none"> <li>• character</li> <li>• narrative, costume, props</li> <li>• describe, analyse, interpret, evaluate</li> <li>• communication</li> <li>• gesture</li> <li>• words to describe choreographic devices, eg unison, canon, repetition, action and reaction, question and answer</li> <li>• myth, legend</li> <li>• mobilise joints</li> <li>• diet</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ It is helpful if children have:</li> </ul>	compose motifs and plan dances creatively and collaboratively in	<ul style="list-style-type: none"> <li>• dance style, technique</li> </ul>

	<ul style="list-style-type: none"> <li>▪ created and performed simple folk or social dances in groups</li> <li>▪ used video and other visual images to create initial ideas and develop dance phrases</li> <li>▪ gained experience of talking about dance, art and music</li> <li>▪ gained experience of talking about how to improve their compositions and performances</li> </ul>	<p>groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work</p>	<ul style="list-style-type: none"> <li>• formation, pattern, gesture, rhythm</li> <li>• language specific to particular dance styles, eg pavane, haka</li> <li>• motif, variation</li> </ul>
6	<ul style="list-style-type: none"> <li>▪ experienced a wide range of stimuli for dance</li> <li>▪ copied and adapted movement material from videos</li> <li>▪ composed and performed dances with a partner, in trios and in groups</li> <li>▪ experienced different styles of dance</li> </ul>	<p>work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up and cool down independently; understand how dance helps to keep them healthy; use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology</p>	<ul style="list-style-type: none"> <li>• improvisation</li> <li>• unison, canon, action, reaction</li> <li>• motif, phrase, section</li> <li>• form, eg AB, ABA, ABAC</li> <li>• artistic intention</li> <li>• exploration</li> <li>• dance framework</li> <li>• interpret</li> </ul>