



Kirkoswald

C of E Primary School

Primary PE – Curriculum Plan

Dance 2024 -25

Progression in Knowledge, Skills and Understanding: Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ✓ run, walk, march, skip and jump ✓ Change direction and speed ✓ Show an awareness of start and stop ✓ Move forwards, backwards and sideways alongside a simple beat ✓ Copy some basic dance movements with arms and legs ✓ Start to develop own movements with legs and arms 	<ul style="list-style-type: none"> ✓ Moving forwards, backwards and sideways in time with the music ✓ Change both speed and strength of movements ✓ Replicate and remember dance movements using arms and legs, both in isolation and combination ✓ Perform basic movements in time with the music, and with control ✓ Link actions with their meaning 	<ul style="list-style-type: none"> ✓ Moving in different directions while using dance steps ✓ Replicate simple dance steps with control, confidence and fluency ✓ Show an awareness of different body parts and be able to move them in time with the music ✓ Use a range of body parts to link to a stimulus ✓ Vary the speed and levels of movements 	<ul style="list-style-type: none"> ✓ Can perform and replicate dance steps which reflect a theme or a particular feeling ✓ Can perform canon and unison in time with others and the music ✓ Can perform different steps using a combination of different body parts and at different heights ✓ Can perform contrasting movements, including speeds and levels 	<ul style="list-style-type: none"> ✓ Replicate and remember a number of dance steps with control and confidence ✓ Perform dance steps using different body parts in combination, with confidence ✓ Perform and create dance steps which clearly express a mood/stimuli/theme ✓ Show an understanding of the terms canon, unison and pathway both in movement and verbally ✓ Understand the different elements of a dance that help to create a 'performance' 	<ul style="list-style-type: none"> ✓ Can perform more complex dance steps in time with the music and each other ✓ Can perform different dance steps from different eras or areas of the world and understand their origins ✓ Can individually create a variety of movements, varying in dynamics and levels ✓ Can use their movements to tell a story or clearly reflect a style and history of dance 	<ul style="list-style-type: none"> ✓ Can perform more complex dance movements in time with the music and with control and confidence ✓ Can create own movements which clearly show expression, an understanding of a stimulus or an era of dance ✓ Understand rhythm and structure of music and be able to reflect this in dance movements and own choreography ✓ Be able to watch a performance and comment on it using

					✓ Understand matching and mirror and can use this when creating their own dances	correct dance terminology
--	--	--	--	--	--	---------------------------

		Y1 Dance						
	Prior Knowledge	Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations/ Tweaks/Challenges
Week One	<p>During EYFS pupils have looked at simple movements such as walking and marching in time with the beat of the music.</p> <p>They have developed the ability to move and stop in time with the music, taking into consideration space.</p> <p>They have developed simple actions using major body parts</p>	In what different directions can I move my body?	Perform dances using simple movement patterns'	<p>To be able to copy and replicate simple dance steps</p> <p>To show an ability to move in different directions in time with the music</p>	<p>Replication of movement</p> <p>Sequencing basic movements together</p>	Forwards Backwards Sideways	remember & use simple dance steps with good control	<p>Circus Theme</p> <p>'Sounds of the Circus'</p> <p>Choreograph own motifs to 8 In pairs – choreograph different characters from the circus.</p> <p>Link motifs and perform each for a count of 5 to 'circus' music.</p> <p>½ perform, ½ evaluate –stars and wishes.</p>
Week Two		How can I change the speed of my movements?	Perform dances using simple movement patterns'	<p>To be able to copy and replicate dance actions of different speeds</p> <p>To continue to develop our control and confidence when performing simple dance steps</p>	<p>Replication of movement</p> <p>Sequencing of actions</p> <p>Recognising simple opposites</p>	Slow Fast Still Soft/Strong Big/Small Opposite	<p>remember & use simple dance steps with good control</p> <p>change direction, speed, strength & flow of movements</p>	<p>Circus Theme</p> <p>'Sounds of the Circus'</p> <p>Recap – student Choreograph dance from last week.</p> <p>Copy and perform teacher taught into to circus dance. Combine together.</p> <p>½ perform, ½ evaluate –stars and wishes.</p>
Week Three		In what ways can I change my movements to show opposites?	Perform dances using simple movement patterns'	<p>To be able to recognise how we can link dance movements to a theme</p> <p>To be able to recognise opposites in dance movements: soft /strong, big/small</p>	<p>Replication of movement</p> <p>Sequencing of actions</p> <p>Recognising simple opposites</p>	Big Small Still Soft Strong Wide Narrow	<p>remember & use simple dance steps with good control</p> <p>change direction, speed, strength & flow of movements</p>	<p>Circus Theme</p> <p>'Sounds of the Circus'</p> <p>Recap – student Choreograph dance and teacher taught dance – improve quality of movements.</p> <p>In 4s - Choreograph different movements for 4 circus characters using props. Perform in Cannon.</p> <p>Combine all together</p> <p>½ perform, ½ evaluate –stars and wishes.</p>
Week Four		How can I use my dance movements to tell a story?	Perform dances using simple	To start to create our own basic dance steps which reflect a theme	<p>Replication of movement</p> <p>Sequencing of actions</p>	Story	remember & use simple dance steps with good control	<p>Circus Theme</p> <p>'Sounds of the Circus'</p> <p>Recap – student pair Choreograph dance, teacher taught dance, student</p>

			movement patterns'	To work alongside others to share ideas within dance	Using our movements to express something		change direction, speed, strength & flow of movements remember & use simple dance steps with good control.	4 choreograph dance – improve quality of movements. Copy and perform teacher taught end to dance. Combine all together. ½ perform, ½ evaluate –stars and wishes.
Week Five		How can I move from one part of my dance to another?	Perform dances using simple movement patterns'	To start to link different movements and parts of a dance together, with some awareness of transitions To be able to perform dance steps, both individually and as part of a group to create a class performance	Replication of movement Sequencing of actions Using our movements to express something Spatial awareness through movement	Transition	remember & use simple dance steps with good control change direction, speed, strength & flow of movements remember & use simple dance steps with good control	Circus Theme 'Sounds of the Circus' Improve quality of all components of dance. Focus on exaggerating movements, stage directions, facial expressions, timing. ½ perform, ½ evaluate –stars and wishes.
Week Six		What things make a good dance performance?	Perform dances using simple movement patterns'	To be able to perform a simple dance routine with control and confidence To know what things, make a good performance	Replication of movement Sequencing of actions Using our movements to express something Spatial awareness through movement	Performance Timing	remember & use simple dance steps with good control change direction, speed, strength & flow of movements remember & use simple dance steps with good control	

			Y2 Dance					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task/Adaptations /Tweaks/Challenges
Week One	In year 1, pupils have looked and different directions of travel in time with the music. They have explored opposites in dance	How can we use our movements to express a theme?	Perform dances using simple movement patterns	To be able to replicate and recall simple dance steps To be able to shown an awareness of how simple movements can reflect a stimuli/theme	Timing of music Replication and sequencing of movement Identify key features and ideas of a topic or theme	Theme	move to music, using spatial patterns, repeated actions & travel develop specific body shapes in response to stimuli	The Lion King 'I just can't wait to be king' Watch video as a stimulus. Copy and perform a dance choreographed by the teacher with the theme of the lion king. Link movements to beat of music and words in the music. ½ perform, ½ evaluate –stars and wishes.
Week Two	relating to the speed and strength of movements. In year 1 pupils have started to think about how our movements can have meaning	In which different ways and directions can we travel?	Perform dances using simple movement patterns	To start to understand different ways and directions of travel To continue to show an ability to replicate and recall simple dance steps with confidence	Timing of music Replication and sequencing of movement Identify key features and ideas of a topic or theme Spatial awareness and understanding of simple directions	Travel Direction Theme	move to music, using spatial patterns, repeated actions & travel develop specific body shapes in response to stimuli vary the dynamics, levels, speed & direction of phase/motif	The Lion King 'I just can't wait to be king' Recap taught dance from last week. Copy and perform second part of dance choreographed by the teacher. Intro Unison and Canon. Link movements to beat of music and words in the music. ½ perform, ½ evaluate –stars and wishes.
Week Three		What do we mean by dynamics and	Perform dances using simple	To develop an understanding into how we can vary the dynamics and levels of our movements in dance	Timing of music	Dynamics- fast/slow/soft/strong Levels- High/low Shapes	move to music, using spatial patterns, repeated actions & travel	The Lion King 'Circle of Life' Intro – circle of life music and idea of all safari animals.

		levels in dance?	movement patterns	To explore ways we can change the dynamics and levels of our movements with a partner	Replication and sequencing of movement Identify key features and ideas of a topic or theme Understanding of dynamics and opposites		develop specific body shapes in response to stimuli vary the dynamics, levels, speed & direction of phase/motif work well with a partner/in small group & share ideas	Choreograph own movements for each of the animals – sleep, giraffe, elephant, monkey, zebra, eagle. Perform each for 8 counts. Copy and perform dance choreographed by teacher to end of music. Focus on beat and words of music. ½ perform, ½ evaluate –stars and wishes.
Week Four		Can we create our own movements in relation to a theme?	Perform dances using simple movement patterns	To start to develop our own basic movements and shapes in relation to a theme or stimuli To work alongside a partner or in a small group to share ideas	Interpretation of a picture/theme. Identify key features and ideas of a topic or theme	Theme Expression	develop specific body shapes in response to stimuli work well with a partner/in small group & share ideas	The Lion King ‘I just can’t wait to be king’ and ‘Circle of Life’. Improve quality of all previous taught components. Combine 2 dances together. ½ perform, ½ evaluate –stars and wishes
Week Five		How can we use our understanding of levels, dynamics and directions to create an interesting dance?	Perform dances using simple movement patterns	To continue to develop our own basic movements, starting to show an awareness of different levels and directions	Identify key features and ideas of a topic or theme	Performance Observation Transitions Formations	move to music, using spatial patterns, repeated actions & travel develop specific body shapes in response to stimuli vary the dynamics, levels, speed & direction of phase/motif work well with a partner/in small group & share ideas	The Lion King ‘The circle of life’ and ‘I just can’t wait to be king’ ‘Hakuna Matata’ Improve quality of all previous taught components. Combine 2 dances together. Copy and perform dance choreographed by teacher to start of music. Focus on beat and words of music. ½ perform, ½ evaluate –stars and wishes.

Week Six		What can we do to improve our dance?	Perform dances using simple movement patterns	<p>To understand what makes a good performance in dance</p> <p>To be able to work alongside others to share what went well and what can still be improved</p>	<p>Identifying key features and ideas of a topic or theme</p> <p>Identifying strengths, weaknesses and areas for improvement</p>	<p>Performance</p> <p>Observation</p> <p>Transitions</p> <p>Formations</p>	<p>move to music, using spatial patterns, repeated actions & travel</p> <p>develop specific body shapes in response to stimuli</p> <p>vary the dynamics, levels, speed & direction of phase/motif</p> <p>work well with a partner/in small group & share ideas</p>	
----------	--	--------------------------------------	---	---	--	--	--	--

		Y3 Dance						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations /Tweaks/Challenges
Week One	In year 2 pupils have developed their ability to replicate simple dance steps with	How can we use our dance steps to reflect a theme?	perform dances using a range of movement patterns	To be able to follow and replicate simple dance steps which reflect a theme or stimuli To be able to combine actions using different body parts, both in isolation and combination	Timing of music Replication and sequencing of movement Identify key features and ideas of a topic or theme	Expression Theme	Combine arm actions with skips/leaps/steps/jumps & spins in travel respond to music to express a variety of moods & feelings	Rock n Roll Rock around the Clock Watch video of 'Rock n Roll' as a stimulus. Copy and perform a teacher choreographed individual 'Rock n Roll'. ½ perform, ½ evaluate – stars and wishes.
Week Two	control and fluency. They have also looked at the ways their dance movements can express a theme.	Can we develop our own movements, which reflect a theme or feeling?	perform dances using a range of movement patterns	To explore how music and a theme can be used to influence our dance movements and actions To work alongside others to develop some basic movements of our own that reflect feeling	Identify key features and ideas of a topic or theme	Feeling Theme Expression	respond to music to express a variety of moods & feelings Listen to others & follow their suggestions	Rock n Roll Rock around the Clock Recap taught dance from last week. Copy and perform second part of dance choreographed by the teacher -pair dance. Combine dances together. ½ perform, ½ evaluate –stars and wishes.
Week Three	In year 2 pupils have started to develop	What do we mean by the word 'contrast' in dance	perform dances using a range of movement patterns	To explore contrasting movements within dance: fast and slow, big, small, strong and soft, high and low To perform with an awareness of contrast in our dance performance	Contrasts and opposites	Contrast Fast/Slow Big/Small Strong/Soft High/low	include contrasting dynamics and qualities into group motif/phase	Rock n Roll Rock around the Clock Recap individual and pair taught dance from previous weeks. Choreograph own pair dance – 4 x lots of 8. ½ perform, ½ evaluate –stars and wishes.
Week Four	their understanding into different	What do the words 'Canon' and 'Unison' mean?	perform dances using a range of movement patterns	To learning about the difference between canon and unison and be able to	Sequencing of movement	Canon Unison	perform pair/group dance involving canon & unison, meet & part	Rock n Roll Rock around the Clock Recap individual, pair taught dance and choreographed pair from previous weeks.

	levels and speeds of movement.			perform both of these within a group To understand how different dance devices (cannon/unison/contrasts) can create an interesting performance within dance				Choreograph own four dance – 4 x lots of 8. Taught re formations, unison & cannon. ½ perform, ½ evaluate –stars and wishes.
Week Five		What is a formation?	perform dances using a range of movement patterns	To explore different formations and ways of movement in and out of formations within dance To be able to apply formations in a small group and come up with our own	Identifying different shapes	Formation Transitions	perform pair/group dance involving canon & unison, meet & part	Rock n Roll Rock around the Clock Recap all of dances from previous weeks. Improve quality of movements. Focus on exaggeration, timings, focus, transitions. ½ perform, ½ evaluate –stars and wishes.
Week Six		What can we do to improve our dance performance?	compare their performances with previous ones and demonstrate improvement to achieve their personal best	To understand what makes a good performance in dance To be able to work alongside others to share what went well and what can still be improved	Observation of strengths and areas to improve Looking at how to provide feedback	Observation	listen to others & follow their suggestions	

		Y4 Dance						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations /Tweaks/Challenges
Week One	<p>In year 3 pupils have gained confidence in their own dance capabilities and can now replicate more complex movements.</p> <p>In year 3 pupils have started to</p>	How can a picture/song /theme affect our movements in dance?	perform dances using a range of movement patterns	<p>To be able to follow and replicate simple dance steps which reflect a theme or stimuli</p> <p>To start to think about how our movements are influenced by a theme or stimuli</p>	<p>Replication and sequencing of movement</p> <p>Identify key features and ideas of a topic or theme</p> <p>Linking actions with information</p>	Theme Stimuli	respond imaginatively to stimuli related to character/music/story	<p>The Haka</p> <p>Watch video of ‘Haka’ as a stimulus.</p> <p>Copy and perform a teacher choreographed ‘Haka’.</p> <p>½ perform, ½ evaluate – stars and wishes.</p> <p>In pairs – choreograph own Haka to same words.</p>
Week Two	gain an understanding into difference dance devices, and can perform these in a group performance when directed by a teacher.	What do we mean by the word ‘expression’?	perform dances using a range of movement patterns	<p>To understand the term ‘expression’ within dance</p> <p>To work alongside a partner to create simple movements and steps which express an idea or feeling using body parts in isolation and combination</p>	<p>Understanding feelings and emotions</p> <p>Sharing ideas with others</p>	Expression Isolation Combination Stimuli	<p>respond imaginatively to stimuli related to character/music/story</p> <p>with partner create a dance to reflect moods/feelings</p>	<p>The Haka</p> <p>Recap teacher choreographed ‘Haka’.</p> <p>Recap and finish off: In pairs – choreograph own Haka to same words.</p> <p>½ perform, ½ evaluate – stars and wishes.</p> <p>Combine both Haka’s together. Intro idea of attack and protect poses. Movement in different pathways.</p> <p>Compose start of ‘fight’ dance Hiding, move for 3, freeze for 3 (alternate - attack and protect poses when freeze).</p>
Week Three		Can you perform and give examples of different	perform dances using a range of	To be able to use contrast in our movements to reflect different feelings and emotions	Understanding feelings and emotions	Contrast Expression Dynamics Fast/Slow	respond imaginatively to stimuli related to character/music/story	<p>The Haka</p> <p>‘Supermassive Black Hole’</p> <p>Recap teacher and student</p>

		contrasts in dance?	movement patterns	To be able to create dance movements with a partner to show an understanding of contrast and describe how movements can be used to convey a message to an audience	Contrasts and opposites	Big/Small Strong/Soft High/low	with partner create a dance to reflect moods/feelings Perform different choreographical devices: cannon, unison and pathway.	choreographed 'Haka' and intro to 'fight' dance'. Intro – Combat Moves in pairs. Wrist lock – pull through; Roll and jump over Supported lifts. Perform – counts of 3 ½ perform, ½ evaluate – stars and wishes.
Week Four		What is a 'pathway'?	perform dances using a range of movement patterns	To learn about the term 'pathways in dance' and how this can help to create an interesting performance To develop our own pathways and link them to our movements and theme of the dance	Understanding Directions and Travel	Pathway Travel Direction	Perform different choreographical devices: cannon, unison and pathways	The Haka 'Supermassive Black Hole' Recap teacher and student choreographed 'Haka'. Recap start of 'fight dance' and combat moves.. Intro idea of 'action & reaction'. Students choreograph 4 x 3 lots of action and reaction. Perform to music. ½ perform, ½ evaluate – stars and wishes.
Week Five		What are canon and unison? How can we use them in our performance?	perform dances using a range of movement patterns	To learning about the difference between canon and unison and be able to perform both of these within a group To show an understanding of cannon and unison and work within a small group to apply these dance devices to our own movements	Timing Sequencing of movements	Canon Unison Expression Contrast	Perform different choreographical devices: cannon, unison and pathways discuss options with others and decide what to do	The Haka 'Supermassive Black Hole' Improve quality of all previous components. Combine all together. ½ perform, ½ evaluate –stars and wishes
Week Six		What makes a good dance performance?	perform dances using a range of movement patterns	To be able to recognise what makes a good performance To be able to watch and observe performances, giving feedback on what	Observation of strengths and areas to improve	Feedback Criteria Observation Performance Synchronization Timing	discuss options with others and decide what to do	

				worked well and what could be improved	Providing constructive feedback			
--	--	--	--	--	---------------------------------	--	--	--

		Y5 Dance						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations /Tweaks/Challenges
Week One	In year 4 pupils have developed their ability to replicate and create their own dance movements in relation to a theme or stimuli. They understand expression and can show	What do we mean by 'style' of dance? Question can also be reframed to link to style of dance chosen	perform dances using a range of movement patterns	To be able to follow and replicate dance steps from a particular style of dance To be able to use different body parts in isolation and combination in time to the music	Replication and sequencing of movement Identify key features of a time within history Linking actions with information	Style (Vocab linked to style chosen) Isolation Combination Expression	perform fluent dances with characteristics of different styles/eras	Zombie Dance 'Thriller' Music Watch thriller video as a stimulus. Copy and perform a teacher choreographed 'Zombie' dance 4 x 8 beats. Choreograph own start to dance. 5 x 8 beats 1 x 8 beats – waking up, open coffin, crawl, walk, walk. ½ perform, ½ evaluate – stars and wishes.
Week Two	this in their movements. In year 4 pupils have developed a deeper understanding into different contrasts,	How can we use mirror and match to make our dance more interesting?	perform dances using a range of movement patterns	To understand the terms 'mirror and matching' and be able to perform movements which reflect these words To perform and replicate dance steps with increasing confidence	Opposites Contrasts Matching	Mirror Match Contrast Timing	create mirror/matching/cannon (pair) sequence varying dynamic	Zombie Dance 'Thriller' Music Recap teacher and student choreographed 'Zombie' dance Intro – in pairs: choreograph own zombie Dance. 4 x lots of 8. Discuss levels, directions. ½ perform, ½ evaluate – stars and wishes. Combine both parts together.
Week Three	pathways and dynamics and understand how these can add to a performance.	What does Choreography mean? What do transitions look like in dance?	perform dances using a range of movement patterns	To start to devise our own basic movements in line with a particular style of dance To link dance steps together, showing an awareness of fluent transitions	Identify key features and ideas of a topic or theme Understanding emotions and feelings	Style (Vocab linked to style chosen) Transitions Fluency Choreography	perform fluent dances with characteristics of different styles/eras create/perform small group dance using movement experience	Zombie Dance 'Thriller' Music Recap teacher, student individual and student pair choreographed 'Zombie' dance Intro – in 6s: choreograph own zombie Dance. 4 x lots of 8. Discuss cannon, unison, formations.

							create mirror/matching/cannon (pair) sequence varying dynamic	½ perform, ½ evaluate – stars and wishes.
Week Four		How do dynamics help to create feeling in dance? How can we use our understanding of dynamics in our own choreography?	perform dances using a range of movement patterns	To recognise how different dynamics and levels can reflect a theme/mood or feeling To start to show an awareness of different dynamics and apply them when developing our own dance steps	Contrasts and opposites Speed Understanding emotions and feelings	Dynamics Fast/Slow Big/Small Strong/Soft High/low Levels Choreography		Zombie Dance ‘Thriller’ Music Recap all previous dance. Teacher lead whole group end of dance -utilising canon, unison and different formations. Combine all together. ½ perform, ½ evaluate –stars and wishes
Week Five		How can we use unison and canon, alongside dynamics and transitions to make our dance more interesting?	perform dances using a range of movement patterns	To develop an understanding into different chorographical devices such as cannon and unison To show an understanding of chorographical devices when creating our own dance steps with others	Timing Sequencing of movements	Choreography Canon Unison Dynamics Transitions Contrasts	create/perform small group dance using movement experience create mirror/matching/cannon (pair) sequence varying dynamic	Zombie Dance ‘Thriller’ Music Improve quality of all elements taught and choreographed. ½ perform, ½ evaluate –stars and wishes
Week Six		What things make a good performance? Can you come up with some performance success criteria?	perform dances using a range of movement patterns	To develop an awareness of what makes a good dance performance To be able to watch, observe and provide feedback on a dance performance	Observation of strengths and areas to improve Providing constructive feedback Development of criteria	Performance Success Criteria Feedback Criteria Observation Performance Synchronization Timing	perform fluent dances with characteristics of different styles/eras create/perform small group dance using movement experience create mirror/matching/cannon (pair) sequence varying dynamic	

		Y6 Dance						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations /Tweaks/Challenges
Week One	In year 5 pupils have learnt and can replicate dance steps from a particular history or style of dance. In year 6 they should now focus on a different style or time period in dance.	What do we mean by 'style' of dance? Question can also be reframed to link to style of dance chosen	perform dances using a range of movement patterns	<p>To be able to follow and replicate dance steps from a particular style/time period of dance</p> <p>To be able to use different body parts in isolation and combination in time to the music</p>	<p>Replication and sequencing of movement</p> <p>Identify key features of a time within history</p> <p>Linking actions with information</p> <p>Understanding emotions and feelings</p>	Style (Vocab linked to style chosen) Isolation Combination Expression	create & perform motifs in a variety of styles consistently	<p>Street Dance</p> <p>'Believer' Music</p> <p>Watch video of street dance to believer music as stimulus. Copy and perform a teacher choreographed 'street' dance Counts of 6. Focus on technique – levels, directions, unison, timings, facial expression, quality of movements. ½ perform, ½ evaluate – stars and wishes.</p>
Week Two	From their learning in year 5 pupils should have a good understanding about how to choreograph their own steps, considering different creative devices.	What is expression? How can we add expression in our chosen style to our dance?	perform dances using a range of movement patterns	<p>To start to devise our own basic movements in line with a particular style of dance</p> <p>To understand the term expression and be able to demonstrate different expressions through dance and to the music</p>	<p>Identify key features of a time within history</p> <p>Linking actions with information</p> <p>Understanding emotions and feeling</p>	Style (Vocab linked to style chosen) Isolation Combination Expression	<p>create & perform motifs in a variety of styles consistently</p> <p>am aware of & use musical structure, rhythm. mood & phrasing</p>	<p>Street Dance</p> <p>'Believer' Music</p> <p>Recap teacher choreographed 'Street' dance Intro – in pairs: choreograph own Street Dance. 4 x lots of 6. Discuss levels, directions, Unison ½ perform, ½ evaluate – stars and wishes. Combine both parts together.</p>

Week Three		<p>What do we mean by the mood and structure of the music?</p> <p>How can we change our movements to reflect the mood and structure of the music?</p>	perform dances using a range of movement patterns	<p>Understanding of mood/structure of music and the influence it can have on the dynamics of our movements</p> <p>To create our own motifs which reflect the changes in mood and structure of the music</p>	<p>Timing Structure</p> <p>Understanding emotions and feeling</p>	Mood Structure Phrasing Motifs Choreography	am aware of & use musical structure, rhythm. mood & phrasing	<p>Street Dance</p> <p>'Believer' Music</p> <p>Recap teacher and student pair choreographed 'Street' dance. Intro – in 6s: choreograph own street Dance. 4 x lots of 6 Discuss canon, unison, formations. ½ perform, ½ evaluate – stars and wishes.</p>
Week Four		<p>What do we mean by transitions in dance?</p> <p>What is a formation? How can we use formations in our dance performance?</p>	perform dances using a range of movement patterns	<p>To understand about the importance of transitions and phrasing with a dance performance</p> <p>To be able to perform in and create different formations within a dance performance</p>	<p>Timing Transitions Patterns Shapes Sequencing of movements</p>	Transitions Phrasing Formations	<p>create & perform motifs in a variety of styles consistently</p> <p>am aware of & use musical structure, rhythm. mood & phrasing</p>	<p>Street Dance</p> <p>'Believer' Music</p> <p>Recap all previous dance. Teacher lead whole group end of dance -utilising canon, unison and different formations. Combine all together. ½ perform, ½ evaluate –stars and wishes</p>
Week Five		<p>What difference dance terminology do you know?</p> <p>How can we add these Chorographical devices to our group/peer performance?</p>	perform dances using a range of movement patterns	<p>To think about different terminology in dance- canon, unison, expression, repetition, contrast, dynamics and be able to recognise these within our own performance</p> <p>To start to perform our own and classes dance with more control, confidence and fluency</p>	<p>Timing Transitions Patterns Shapes Sequencing of movements</p>	Terminology Chorographical devices (Canon, unison, expression, dynamics)	use appropriate criteria & terminology to evaluate performances	<p>Street Dance</p> <p>'Believer' Music</p> <p>Improve quality of all elements taught and choreographed. ½ perform, ½ evaluate –stars and wishes</p>
Week Six		What criteria would we look for when observing a dance performance?	perform dances using a range of movement patterns	To design a criteria for observing a dance performance, using dance terminology	Observation of strengths and areas to improve	Criteria Terminology Feedback	use appropriate criteria & terminology to evaluate performances	

		Can you create your own dance criteria in order to then give feedback on performance?		To observe a dance performance and provide constructive feedback using correct terminology	Providing constructive feedback Development of criteria and using this to observe performance			
--	--	---	--	--	--	--	--	--