



Dance Medium Term Plans Key Stage One

Key Stage:	KS1	Unit	Dance
<u>Prior Learning Required – EYFS Progression</u> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms • Negotiate space confidently, using appropriate strategies • Use their bodies to respond to stories, topics and music 			
<u>National Curriculum Links</u>	1a. Master basic movements including running, jumping, throwing and catching as well as developed balance, agility and coordination and begin to apply these in a range of activities. 1c. Perform dances using simple movement patterns.	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decision in contact with equipment and classmates.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To move in different ways. • Step 2: To move with control. • Step 3: To work individually and with others. • Step 4: To move to music showing expressive • Step 5: To be creative and compose short dances. • Step 6: To participate in a performance. 	<u>Progression</u>	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Understand that dance phrases are small sections of a dance that make a complete routine. • Begin to understand that dance can be used to express and communicate mood, ideas and feelings, and characters. • Watch and describe a performance accurately and recognise what is successful.
			<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. • Compose short dances that express and communicate mood, ideas, and feelings varying simple compositional ideas. • Explore, remember and repeat short dance phrases, showing greater control and spatial awareness. • Describe phrases and expressive qualities.
<u>Resources and Equipment</u>	<ul style="list-style-type: none"> • Hoops • Balls • Music player/ • Ribbons • Mats Music 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Canon • Smart • Performance • Express • Teamwork • Neat • Movement • Phrase

Dance Medium Term Plans Lower Key Stage Two

Key Stage:	LKS2	Unit	Dance
<u>Prior Learning Required – KS1</u>			
<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level, and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Describe phrases and expressive qualities. 			
<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: Perform dances using a range of movement patterns. • Step 2: Link movement patterns together • Step 3: Work on your own, with a partner and in a group • Step 4: Create, practise, and perform more complex dances • Step 5: Perform as various characters when moving to music • Step 6: Communicate feelings through dance 	<u>Progression</u>	<u>Declarative Knowledge</u>
			<u>Procedural Knowledge</u>
<u>Resources and Equipment</u>	Speaker, Cones and Marker Spots	<u>Key Vocabulary</u>	Dance, Coordination, Canon, Fluency, Routine, Tutting, Unison, Choreography, Music, Beat of 8, Count, Performance

Dance Medium Term Plans Upper Key Stage Two

Key Stage:	UKS2	Unit	Dance
<p><u>Prior Learning Required – LKS2 Progression</u></p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control on your own and with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Combine actions and maintain the quality of performance when performing at the same time as a partner. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. 			
<u>National Curriculum Links</u>	<p>2c: Develop flexibility, strength, technique, control, and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p>	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To be inspired by music and different stimuli. • Step 2 To show ideas through dance. • Step 3: To create sections of dance on your own, and in a group. • Step 4: To apply the principles of dance to a routine. • Step 5: To combine movements – keeping to the beat. • Step 6: To perform to an audience. 	<u>Progression</u>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Identify which aspects were performed consistently, accurately, fluently and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different and undertaking different roles. • Share ideas in small groups, working to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities.
			<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Continue to develop a broader range of skills movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases and sections of dances, developing expressive qualities. • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.
<u>Resources and Equipment</u>	<ul style="list-style-type: none"> • Music & music player , cones , Marker spots. 	<u>Key Vocabulary</u>	<p>Coordination, Canon, Fluency, Routine, Tutting, Unison, Choreography, Music, Performance. Movement</p>

