

**Final Outcome: To perform a complete dance in a group around the theme of electricity.**

**Component 6: To be able to evaluate their performance in a dance and make improvements.**

**What we will know after this sequence:**

- Children will rehearse, improve and perform whole dance.
- Children will keep time with the music and perform with confidence.
- Children will evaluate their performance and make adjustments as a result.

**Vocabulary:** Travel, confidence, remember, order, routines, shapes, evaluate.

**How will this feed into my next learning:**

Pupils will be able to use their evaluation of their performance to accurately perform the majority of the whole dance.

**SEND:** awareness of sensory sensitivities, larger space to allow room to produce movements and shapes, support given for group work.



**Component 4: To use changes in choreography to create a group motif.**

**What we will know after this sequence:**

- Children will use changes in choreography to create a group motif in contact.
- Children will link movements, changing the speed and direction.

**Vocabulary:** Contact, travelling, shape, level, speed, tension

**How will this feed into my next learning:**

Pupils will be able to make changes to the choreography to rehearse, improve and perform sections of a dance.

**SEND:** awareness of sensory sensitivities, larger space to allow room to produce movements and shapes, support given for group work.



**Component 5: To be able to perform a dance with confidence.**

**What we will know after this sequence:**

- Children will rehearse, improve and perform sections of a dance.
- Children will remember parts of the dance and perform with confidence.
- Children will give and receive constructive criticism.

**Vocabulary:** Travel, confidence, remember, order, routines, shapes

**How will this feed into my next learning:**

Pupils will be able to confidently improve and rehearse their dance, critically evaluating their performance to make adjustments.

**SEND:** awareness of sensory sensitivities, larger space to allow room to produce movements and shapes, support given for group work.

**Component 3: To be able to use canon and unison in travelling and still shapes.**

**What we will know after this sequence:**

- Children will create a circuit of actions in a small group using canon and unison.
- Children will use canon and unison in travelling and still shapes.
- Children will show good timing and expression.

**Vocabulary:**

Canon, travelling, sequence, shape, contact, components, circuit

**How will this feed into my next learning:**

Pupils will use their knowledge of canon and unison to create variety in their dance.

**SEND:** awareness of sensory sensitivities, larger space to allow room to produce movements and shapes, support given for group work.

**Component 2: To learn how to use travelling actions and shapes in canon.**

**What we will know after this sequence:**

- Children will use travelling actions and shapes in canon.
- Children will link still shapes and travelling actions.

**Vocabulary:** Canon, travelling, sequence, shape, contact

**How will this feed into my next learning:**

Pupils will be confident in using canon to create a circuit of actions in a small group using canon and unison.

**SEND:** awareness of sensory sensitivities, larger space to allow room to produce movements and shapes.

**Component 1: To explore actions and shapes relating to electricity.**

**We should know:** That dance involves sequences of movements performed in time to music.

**What we will know after this sequence:**

- Children will explore actions and shapes translating electricity into movement.
- Children will explore movements that draw two children together
- Children will perform with good timing and control.

**Vocabulary:** Electricity, jerky, stretching, pulling, pushing, actions, levels, timing.

**How will this feed into my next learning:**

Pupils will be able to link their shapes and movement and add travelling actions and shapes in canon.

**SEND:** Pre-teach unit vocabulary, awareness of sensory sensitivities, larger space to allow room to produce movements and shapes.

