

Final Outcome: To produce a dance that includes changes of speed and direction and reflects the pirate theme.

Article 31  
and 24

**Component 6:**

**We should know:**

Pupils will know how to develop their own step and action sequences. They will be able to identify a range of travelling steps they can use to add to or edit their already existing motif and action pattern.

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

- Children will know how to perform with confidence and help others improve their performance using correct topical vocabulary learnt throughout the term.

**Vocabulary:**

Duet, groups, cannon, unison, gestures, formation

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

Children will use their knowledge of motifs and action patterns to create dance sequences based on different themes in further year groups.

**SEN:**

Sentence stems provided for giving useful feedback to other groups about their dance performances.



**Component 4:**

**We should know:**

Pupils will know the difference between an action pattern and a motif and can create their own motif that represents a dance idea.

Pupils will be able to explain how their motif meets a certain criteria or theme.

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

- Pupils will have an understanding of how to use cannon and unison to improve their own dances.
- They will be able to perform these within a sequence showing co-ordination of their own movements but also in time with their rest of their groups.

**Vocabulary:**

Cannon, unison, evaluate, improve, order, feedback

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

Children will use this to develop their own step and action sequences.

**SEN:**

Working in mixed ability grouping to provide scaffolding by peers.



**Component 5:**

**We should know:**

Pupils will have an understanding of how to use cannon and unison to improve their own dances. They will be able to perform these within a sequence showing co-ordination of their own movements but also in time with their rest of their groups.

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

- Pupils will know how to develop their own step and action sequences.
- They will be able to identify a range of travelling steps they can use to add to or edit their already existing motif and action pattern.

**Vocabulary:**

Sequence, direction, formation, level, cannon, unison

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

Children will use this to perform a whole dance to an audience and help others improve their performance.

**SEN:**

Pictures taken of actions in the plan to refer back to as a visual story reminder in class.

**Component 3:**

**We should know:**

Pupils will know how to perform action patterns in response to a dance idea. They will be able to work in pairs and groups to generate imaginative action patterns for their pirate theme.

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

- Pupils will know the difference between an action pattern and a motif and can create their own motif that represents a dance idea.
- Pupils will be able to explain how their motif meets a certain criteria or theme.

**Vocabulary:**

Motif, sequence, dynamics, levels.

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

Children will use a motif to show their understanding of cannon and unison.

**SEN:**

Pre teaching of key vocabulary.

**Component 2:**

**We should know:**

Pupils will know how to accurately copy dance actions and vary how to use the space, changes of speed and direction. They will know how their motifs and gestures link to their pirate theme and can make suggestions to include.

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

- Pupils will know how to perform action patterns in response to a dance idea.
- They will be able to work in pairs and groups to generate imaginative action patterns for their pirate theme.

**Vocabulary:**

Travelling, actions, levels, control, direction

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

Children will be able to use action patterns to create their own motif.

**SEN:**

Children working in mixed ability group to provide scaffolding by peers.



**Component 1:**

**We should know:**

Pupils will know what the term space means and how it applies to a dance sequence. They will have used the terms dance sequence and know what speed and direction stand for.

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

- Pupils will know how to accurately copy dance actions and vary how to use the space, changes of speed and direction.
- They will know how their motifs and gestures link to their pirate theme and can make suggestions to include.

**Vocabulary:**

Speed, copy, directions, actions, co-ordination, link, control

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

Children will use changes of speed and direction within their own dance composition.

**SEN:**

Additional adult support to provide reminders of the actions practiced in the session.

