

Final Outcome: To perform a complete dance in a group based on Charlie and the Chocolate Factory.

Component 6: To be able to adapt a dance using group formations and contact.

What we will know after this sequence:

- Children will perform their dance using memory and control.
- Children will identify and rehearse a variety of different group formations.
- Children will adapt their dance to include different group formations, including moments of contact.

Vocabulary: weight bearing, contact, adapt, formations.

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 explore ideas based on the use of props.

What we will know after this sequence:

- Children will explore how to use props to add variety to a dance sequence.
- Children will create movement phrases that include the use of props.

Vocabulary: props, sequence, canon, levels, directions, unison

How will this feed into my next learning:

Pupils will use their understanding of character and props to create a sequence based on song lyrics.

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



Component 5: To learn a dance using song lyrics as a stimulus.

What we will know after this sequence:

- Children will create body actions to represent song lyrics.
- Children will learn and remember a selection of dance moves.
- Children will create and perform their own dance with control, focus and projection.

Vocabulary: copy, control, focus, projection, expression, timing

How will this feed into my next learning:

Pupils will be able to confidently adapt their dance, using group formations and contact.

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



Component 3: To select character motifs and choreograph a character dance phrase including duets, solos and levels in the use of space.

What we will know after this sequence:

- Children will choreograph a dance phrase using character motifs.
- Children will explore duets and solos in a group piece.
- Children will explore the use of unison, canon and levels in their performance.

Vocabulary: Choreograph, solos, dynamics, duets, unison, levels, canon

How will this feed into my next learning:

Pupils will use their understanding of duets, solos and levels 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 explore movement ideas using unison and canon.

What we will know after this sequence:

- Children will identify key features of each character.
- Children will link movement ideas for each character in canon.
- Children will create a motif for each character and perform in unison and canon.

Vocabulary: Canon, unison, character, sequence

How will this feed into my next learning:

Pupils will use their understanding of unison and canon to choreograph using duets, solos and levels.

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



Component 1: To create a short action sequence using the idea of finding a golden ticket.

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

What we will know after this sequence:

- Children will explore translating characters into movements and shapes.
- Children will explore travelling movements and frozen poses for each character.
- Children will create a sequence using the 5 basic body actions.

Vocabulary: Sequence, character, travelling, rhythm, pose, style, gesture

How will this feed into my next learning:

Pupils will be able to use their movements and sequences to explore movement ideas in unison and canon.

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

