

Component 6:

What we will know after this sequence:

- How to identify what good performance skills are and start to show more confidence with performance.
- How to describe changes they intend to make to make to their performance and perform with improved musicality
- How to identify how an overall group performance might be enhanced using changes in dynamics and formations

Vocabulary:

Performance, musicality, expression, improvise, count, confidence, audience, moves,

How will this feed into my next learning:

I will use my knowledge of performance skills to explore performance skills during a gymnastics sequence next term.

SEN:

To focus on fewer movements and to have clear models of counting and musicality. A large enough space to be used for them to explore movements freely too and not be overwhelmed by too many people near them.

Component 4:

What we will know after this sequence:

- How to copy and repeat basic Top Rock and Down Rock movements showing some control
- How to perform in time and choose their own Top Rocks and Down Rocks using ideas given
- How to perform with control, musicality and performance skills.



Vocabulary:

Top Rock, Indian Step, Top Rock Spin, breaking, movement,

How will this feed into my next learning:

I will use my knowledge of Top Rock and Down Rock movements to practice and define Street dance and to create an ending.

SEN:

Teacher to use lots of musical breaks for groups to work without music playing too, to support concentration and avoid sensory overload.

Component 5:

What we will know after this sequence:

- How to remember most of the movements of the overall piece and the order, keeping time.
- How to select an effective ending to a dance, keeping within the style

Vocabulary:

Choreography, timing, dance battle, performance, time, movements, piece, style,

How will this feed into my next learning:

I will use my knowledge of Street Dance and choreographing endings to understand the importance of performance skills when dancing.

SEN:

Teacher to use lots of musical breaks for groups to work without music playing too, to support concentration and avoid sensory overload. To choose a partner to work with

Component 3:

What we will know after this sequence:

- To create a bar of direct and bar of flexible movement and perform to music
- To choose to perform 3+ bars x direct and 3 x flexible movements in any order to counts of 8 showing good performance skills and musicality

Vocabulary:

Direct, flexible, movements, skills, musicality, popping, locking, waves,

How will this feed into my next learning:

I will use my knowledge of direct and flexibles bars to explore 'top rock' and 'down rock' actions.

SEN:

Teacher to use lots of musical breaks for groups to work without music playing too, to support concentration and avoid sensory overload.

Component 2:

What we will know after this sequence:

- To copy and repeat simple wave movements to counts of 8
- How to perform movements that are controlled and often in time with the music
- To be able to choose interesting movements using different body parts to move in a flexible pathway
- To choose more complex wave movements staying in time to the music and showing strong performance skills



Vocabulary:

8 counts, travel, flexible, wave, movements, performance, skills, pathway,

How will this feed into my next learning:

I will use my knowledge of flexible/wave actions to choreograph direct/popping and flexible/wave actions in movement phrases.

SEN:

Teacher to use lots of musical breaks for groups to work without music playing too, to support concentration and avoid sensory overload.

Component 1:

We should know:

- What is meant by beat and counting
- How to count in bars of 8
- A few famous dance styles and routines, as well as some historical styles

What we will know after this sequence:

- How to copy and repeat simple popping movements in counts of 8/ How to ensure movements are strong with body remaining controlled.
- How to choose interesting actions to pop with control/ How to choose more challenging actions and body parts, keeping in time

Vocabulary:

Warm up, street dance, popping, movements, control, pop, strong, tense,

How will this feed into my next learning:

I will use my knowledge of direct/popping actions to explore how to use different body parts to perform flexible/wave actions.

SEN:

To have watched video and heard music for Street Dance prior to lesson and to have ear defenders available if music is too loud. Teacher to use lots of musical breaks for groups to work without music playing too, to support concentration and avoid sensory overload.

