

Component 6: Performance to others.

What we will know after this sequence:

- Pupils will perform their routines with confidence and help others improve their performance through feedback and advice.
- Pupils will develop their own step and action sequences.
- Pupils will be able to understand how a dance is formed and performed to evaluate, refine and develop their own and others' work.
- Pupils will be able to then evaluate their own work and alter what they are doing accordingly.



Vocabulary:

Duet, groups, cannon, unison, gestures, formation, performance, audience, self-assess.

How will this feed into my next learning: Pupils will be able to explain what they have learnt and how they have improved int heir dance ability.

SEND: Support before the performance to ensure the child is ready and comfortable.

Component 4: Creating their own routines.

What we will know after this sequence:

- Pupils will have an understanding of how to use cannon and unison to effectively improve their own dances.
- Pupils will be able to create their own moves and work well together in a group or pairs.
- Pupils will be able to understand why dance is good for their fitness, health and wellbeing.
- Pupils will be able to prepare effectively for dancing.

Vocabulary:

Cannon, unison, evaluate, improve, order, feedback, collaboration.

How will this feed into my next learning:

Pupils will use this to develop their own steps and action sequences for their WW2 routine.

SEND: Working with a Ta to develop their ideas and explain their moves to others.



Component 5: Improvise movement to music using their knowledge and understanding.

What we will know after this sequence:

- Pupils will be able to explore, improvise and combine movement ideas fluently and effectively.
- Pupils will be able to create and structure motifs, phrases, sections and whole dances.
- Pupils will be able to begin to use basic compositional principles when creating their dances.
- Pupils will develop their own step and action sequences.

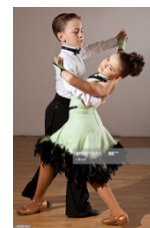
Vocabulary:

Sequence, direction, formation, level, cannon, unison, technique.

How will this feed into my next learning:

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

SEND: Paired with others of similar ability and supported by a Ta.



Component 3: Explaining their dance choices.

What we will know after this sequence:

- Pupils will be able to create a motif that represents a dance idea.
- Pupils can discuss how we could change between movements fluently.
- Pupils will be able to perform action patterns in response to a dance idea.
- Pupils can recognise why some movements were particularly effective in different dances.

Vocabulary:

Motif, sequence, dynamics, levels.

How will this feed into my next learning:

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

SEND: Video shown to demonstrate the cannon technique.



Component 2: Changing a routine.

What we will know after this sequence:

- Pupils will be able to perform action patterns in response to a dance idea.
- Pupils will be able to copy dance actions and vary how to use the space, changes of speed and direction.
- Pupils can explain what they know about moving on different levels.
- Pupils can discuss and share ideas about the different pathways they could take around the hall and use those in their dance.

Vocabulary:

Travelling, actions, levels, control, direction, pathways.

How will this feed into my next learning:

Pupils will be able to use movements to create their own motif.
SEND: Images and ideas given to child to help their learning.



Component 1: Replicating dance routines.

We should know:

That dances can be created for all types of music and that there are many different dance styles and genres.

What we will know after this sequence:

- Pupils can create an effective warm up and can name key muscle groups and body parts.
- Pupils can explain what they noticed about their bodies during and after warming up.
- Pupils can copy the teacher's dance actions and vary how they use the space, changes of speed and direction.

Vocabulary: Speed, copy, directions, actions, co-ordination, link, control.

How will this feed into my next learning: Pupils will use changes of speed and direction within their own dance composition.

SEND: Support from Ta to copy the moves in the routine.

