

**Year 6  
Indoor PE  
Term 4**

**Final Outcome: We are working towards improving our dance technique and ability by performing a routine in a group.**

**Component 4:** To develop knowledge of dynamics to edit and improve the dance. **We should know:** Pupils will be able to explain the term dynamics and that this could change in relation to their timing, weight shift, spacial awareness and flow of movements when they are dancing.  
**What we will know after this sequence:** Pupils will be able to change their own actions and edit their routine to include different dynamics.  
**Vocabulary:** dynamics, flow, formations, speed, weight, direction  
**How will this feed into my next learning:** Pupils' routines will be improved by including a arrange of dynamics.

**Component 5:** To create and develop a group motif. **We should know:** Pupils will know that simple actions can be performed in different formations such as: lines, circles, squares, triangles, arrows.  
Pupils will work in small groups to create motifs to end their dance routine.  
**What we will know after this sequence:** How to assess dace movements performed by themselves and others. Pupils will be able to give feedback. Pupils can link actions and different sections of the dance with fluency and perform with good confidence and musicality.  
**Vocabulary:** link, feedback, formations, levels, assess, motif.

**Component 3:** To use a picture stimulus to create a section of our dance. **We should know:** That moving to music requires rhythm and timing. Children will be able to explain why each movement comes after one another. Children can use their reminders words for different sections of their routines.  
Pupils will be able to create ideas for movements from a stimulus.  
**What we will know after this sequence:** Pupils will be able to share good ideas and create high quality work and a word bank of travelling moves and directions to use in the development of their work.  
Pupils to perform in small groups and explore movements with a change of direction and levels of height.  
All pupils will be able to perform a canon movement in unison.  
**Vocabulary:** stimulus, level, choreography ,direction, canon, unison, explore, space.  
**How will this feed into my next learning:** These new movements will be used in their final routine. Pupils to include the canon movement and different levels in their own choreography.

**Component 2:** To perform a linked travelling sequence making compositional changes when necessary. **We should know:** Children will know how to move with confidence to music. They will be able to create a sequence of movements with effective links and keep their movements in time to the beat of the music.  
**What we will know after this sequence:** Children will know how to travel in different ways. Children will create verbal reminders for their own body movements and be able to explain these to a partner.  
Children can discuss the order of movements and which order works best for them and their partners (peer assessment).  
**Vocabulary:** composition, compositional, travelling, sequence, link, unison, control, actions, discussion , choreography.  
**How will this feed into my next learning:** Children will be able to link their movements together and use prompts and reminder words together with their partner to perform the same movements in order each time they dance the routine.

**Component 1:** To explore isolated body movements using a variety of body parts. **We should know:** Children will know how to use their bodies to create movement to music and demonstrate an understating of rhythm. Children must show that they have control over their bodies when performing a routine to music.  
Children can use their arms and legs to reflect the mood of the music and routine.  
**What we will know after this sequence:** Children to come up with a sequence of 8 short beats to music. Children to use a repeated pattern of body movements using effort actions and a range of: gliding, floating, sliding and isolating.  
Pupils will be able to travel around the hall demonstrating control and timing. Children will be able to count in sets of 8 and match their movements to their counting.  
Children will be able to move one part of their bodies isolated to the rest - one part of their body will move whilst the other remains completely still.  
Children will be able to clap the beat of the music and use this skill when counting for their own routines.  
**Vocabulary:** body isolations, copy, still, moving, control, remember, rhythm.  
**How will this feed into my next learning:** Children will feel confident when moving their bodies to music and when creating their own sets of 8 beats for their own sessions of the dance routine.

