

Topic: PE	Year group	Term
Dance	Year 1	Spring 1 6 sessions

### Background knowledge

A similar planning structure will be used throughout the school, differentiated by skills and outcomes.

Dances should have a theme linked to current topic. Dances can be used to tell a story, for example linked to a history topic.

Dances should be choreographed by the children, not the teacher. Children should have the opportunity to come up with moves with a partner. However in Key Stage 1, once children have had a chance to come up with ideas the final moves should be chosen and performed as a class.

Music chosen should have a strong beat following a simple count of 8. Music without lyrics is preferred as it allows children to follow the beat and focus on the dance moves. The teacher will need to count continuous counts of 8 to support the children in moving to the music. The teacher may be able to move on to just counting the first beat, depending on the cohort. Children/groups should not be asked to perform individually. Instead half the class should perform while the other watches and gives feedback, then vice versa. Children should have the chance to perform, receive and act upon feedback during each session.

### What should I already know?

Move in a controlled manner

Move confidently in a range of ways

Safely negotiate space

National Curriculum Objectives / Key Skills	The Journey
<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns</li> <li>Develop balance, agility and co-ordination</li> <li><a href="#">I can move to music</a></li> <li><a href="#">I can copy dance moves</a></li> <li><a href="#">I can perform my own dance moves</a></li> <li><a href="#">I can copy a short dance.</a></li> <li><a href="#">I can move showing good control</a></li> </ul>	<ol style="list-style-type: none"> <li>To make shapes using your body and perform a sequence of shapes.</li> <li>To travel in different ways and add travelling to our sequence.</li> <li>To begin to perform as a class, repeating our sequence to the music.</li> <li>To use different levels in our dance, making ourselves as big or as small as we can.</li> </ol>

<ul style="list-style-type: none"> <li>• <u>I can move safely in a space</u> (KPIs underlined)</li> </ul>	5. To use different speeds in our dance (dynamics). 6. To improve and perform our dance.
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Outcomes
<ul style="list-style-type: none"> <li>• Working towards: I can copy simple movements. I can link two movements. I can make big and small shapes with my body.</li> <li>• Expected: I can move showing good control. I can move using an awareness of space. I understand different levels, speed and direction. I can move expressively and confidently. I can create sequences with a clear start, middle and end.</li> <li>• Exceeding: I can move with control and coordination. I can communicate feelings and mood through my movements. I can link movements fluently.</li> </ul>

Key Vocabulary	Timeline / Diagrams
Balance - to hold a position without moving Travel - to move from one place to another Link - to join two movements Beat - the main rhythm in a piece of music Music - sound including either instruments, vocals or both Sequence - a set of moves done in a particular order Space - the area you are working in Levels - the height at which you are working Extension - making yourself as big or tall as you can Speed - how fast you move Direction - the course along which you move	

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Key people / places

Assessment questions / outcomes
Can you think of some shapes linked to our theme? Could you think of some ways to travel linked to our theme? How can we link our moves together? Could we change the level? Can you make yourself as big as you can? What about as small as you can? Could we change the speed? Which parts could be slower? Which parts could be faster? How could we improve our performance? Can you give another group some feedback? What did they do well? How could they improve?