

| Topic: PE | Year group | Term |
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| Dance | Year 4 | Autumn 2 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. In Lower Key Stage 2, children should be able to choose their moves and choreograph their own dance with a partner or small group.

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 may be needed to count continuous counts of 8 or may be able to just count the first beat in each phrase, depending on the cohort. The next step would be for the children to count themselves.

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?

- I can translate ideas from stimulus into movement
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.
- I can move showing good body control and fluency
- I can change levels, speed, rhythm and direction

| National Curriculum Objectives / Key Skills | The Journey |
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| <ul style="list-style-type: none"> • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance • I can take the lead when working with a partner or group | <ol style="list-style-type: none"> 1. To make shapes using your body and perform a sequence of shapes in a small group. 2. To travel in different ways and add travelling to our sequence. |

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| <ul style="list-style-type: none"> • <u>I can use dance to communicate an idea</u> • <u>I can use linking movements to ensure fluency</u> • <u>I can perform accurately</u> • <u>I can vary the order, timing, speed and direction of movements</u> • <u>I can improvise with dance movements</u> • <u>I can compose, develop and adapt dance phrases</u> <p><u>(KPIs underlined)</u></p> | <ol style="list-style-type: none"> 3. To begin to perform as a small group, linking movements together fluently and moving at the same time. 4. To use different levels in our dance, making ourselves as big or as small as we can. 5. To use different speeds in our dance (dynamics). 6. To improve and perform our dance, communicating mood and feelings. |
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| Outcomes |
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| <ul style="list-style-type: none"> • Working towards: I can move with control and coordination. I can communicate feelings and mood through my movements. I can link movements fluently. I can work with a small group to choose big and small shapes and movements in my dance. • Expected: I can move showing good body control and fluency. I use different levels and speed. I can perform expressively. I can compose dance phrases with understanding. • Exceeding: I can use linking movements to ensure fluency. I can perform accurately. I can vary the order, timing, speed and direction of movements. I can improvise with dance movements. I can compose, develop and adapt dance phrases. |

| Key Vocabulary | Timeline / Diagrams |
|---|---------------------|
| <p>Balance - to hold a position without moving</p> <p>Travel - to move from one place to another</p> <p>Link - to join two movements</p> <p>Fluently - smoothly</p> <p>Beat - the main rhythm in a piece of music</p> <p>Music - sound including either instruments, vocals or both</p> | |

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

Key people / places

Question of the Week

Can you think of some shapes linked to our theme?

Could you think of some ways to travel linked to our theme?

Which shapes/moves do we like the best? Why?

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?

How can we show how we feel in different parts of our dance?

How can we make sure we move at the same time as our partner?

Can you count your group in?

Can you give another group some feedback? What did they do well? How could they improve?