

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year B Dance

**Key Concept- Concepts:**

**PoS aims from NC:**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

**Prior Learning (what pupils already know and can do)**

It is helpful if children have:

- followed simple instructions
- moved using simple rhythms
- explored basic body actions
- watched and talked about movement
- had some experience of action songs and action rhymes

**Long-term Learning (what pupils MUST know and remember) End Goals**

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Y1 related skill

\*Move to music.

\*Perform pair/  
group dance  
involving canon &  
unison, meet &  
part \*Respond  
imaginatively to  
stimuli related to  
character/music/  
story

\*Show/fluency/control in chosen  
dances in response  
to stimuli.

\*Respond to a  
range of stimuli  
and

accompaniment

\*Through dance,  
develop flexibility,  
strength,  
technique, control  
and balance

\*Perform dances  
using a range of  
movement  
patterns. \*Copy  
increasingly  
complex dance  
moves. \*change  
rhythm, speed,  
level and direction  
with consistency

Y2 related skill

\*Perform some  
dance moves.

\*Make up a short  
dance, after  
watching one.

\*Make a sequence  
by linking sections  
together. \*Respond  
to music in time &  
rhythm to show

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

<p>like/unlike actions.</p> <p>*Perform clear &amp; fluent dances that show sensitivity to idea/ stimuli.</p> <p>*Perform fluent dances with characteristics of different styles/eras. *Be aware of &amp; use musical structure, rhythm &amp; mood &amp; can dance accordingly *Move around the space safely. Change rhythm, speed, level and direction.</p> <p>*Link some movement to show a mood or feeling</p>	<p>ABOUT THE UNIT-</p> <p>In this unit children explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>WHERE THE UNIT FITS IN-</p> <p>This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at how different body actions show moods and feelings, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner, and use language associated with movement to evaluate and improve their dances. Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities, eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.</p>
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### Key Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

- words to describe travel and stillness, eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue
- words to describe direction, eg forwards, backwards, sideways
- words to describe space, eg near, far, in and out, on the spot, own
- beginning, middle, end
- words to describe moods and feelings (expressive qualities), eg jolly, stormy
- words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle

### Lesson 1

Skills: I can..

Use my body and create theme related shapes, movements and actions

Knowledge: I know..

How to contribute key words to a theme related mind map

How to translate words/ideas into theme related shapes, movements and actions

Assessment: I can..

Can perform simple movement patterns

Overall Outcome:

To develop the 1st 16 counts of our 32 count Pirate Motif using a mind map and whole group choreography to generate ideas

Lesson Objectives:

To move safely and creatively in space

To use the words from the mind map to help us move in different ways (show different types of travel showing good timing and use of levels).

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### Lesson 2

Skills: I can..

Use my body to express simple theme related shapes, movements and feelings

Show good listening skills

Knowledge: I know..

How to contribute key words to a theme related mind map

How to translate words/ideas into theme related shapes, movements and action

Assessment: I can..

Demonstrates agility, balance, and coordination

Overall Outcome:

To use develop 2nd 16 counts of Motif using the mind map and whole group choreography to generate ideas

Focus on timing and unison

Lesson Objectives:

To develop creative ideas using the words in the mind map as our stimulus (start point/Inspiration)

To focus on our timing and performing the completed motif in unison.

### Lesson 3

Skills: I can...

Travel safely and creatively in space

Show different levels when I travel

Knowledge: I know..

That we need to look forwards to safely move around in space

That we need to control our speed to ensure safety

Assessment: I can..

Can follow simple movement patterns at different levels

Overall Outcome:

To use 1 – 2 actions from our motif to create a short travelling section showing use of different levels and pathways

Lesson Objectives:

To creatively turn the action from our motif into travelling movements.

To show use of different levels in our travelling movements

To show different pathways in our travelling movements.

### Lesson 4

Skills: I can..

Communicate effectively with a partner

Use pictures to create shapes, movements and actions

Knowledge: I know..

How to turn what I see into ways of moving

How to listen to other people's ideas and vocalise my own thoughts

Assessment: I can..

Communicates effectively and works well with others

Overall Outcome:

To use a poem to create first 8 – 16 counts of a 16 or 32 count pairs phrase to add to our performance piece

Lesson Objectives:

To work well in pairs showing good cooperation skills and give useful peer feedback

To use the poem as a stimulus for creative and imaginative actions

Show use of level, direction and unison when creating and performing pairs section.

### Lesson 5

Skills: I can..

Communicate effectively with a partner

Use poems to create shapes, movements and actions

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Knowledge: I know..

How to turn what I read/hear into ways of moving

How to link ideas and movements together so that they start to flow

Assessment: I can..

Has started to link skills to perform actions and sequences of movement

Overall Outcome:

To use a picture or poem to create the second 8 – 16 counts of our 16 or 32 count pairs phrase to add to our performance piece

Lesson Objectives:

To work well in pairs showing good cooperation skills and give useful peer feedback

To use the picture as a stimulus for creative and imaginative actions

Show use of level, direction and unison when creating and performing pairs section.

Lesson 6

Skills: I can..

Remember and perform a simple sequence of movement

Identify what good looks like and give feedback to help my partner improve

Knowledge: I know..

How to use simple technical language to give constructive and useful feedback

Assessment: I can..

Can comment on the work of others using some technical language

Overall Outcome:

To perform, review and improve our finished performance piece

Lesson Objectives:

To understand what makes a good performance

To give useful feedback to our partner

To improve our own performance based on feedback.

**Future learning this content supports:**

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.