

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

**Subject:** LKS2 Year A Dance

**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:

- used a range of stimuli, including world music
- structured short dance phrases and dances on their own and with a partner
- used a range of descriptive language for dance
- explored moods, ideas and feelings through body actions
- talked to each other about dance and listened to each other describing dance

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

**Y3 Dance skill**

\*Begin to improvise with a partner to create a simple dance

\*Create motifs from different stimuli

\*Begin to compare and adapt movements and motifs to create a larger sequence

\*Perform with some awareness of rhythm and expression

**Y4 Dance skill**

\*Identify and repeat the movement patterns and actions of a chosen dance style

\*Compose a dance that reflects the chosen dance style

\*Confidently improvise with a partner or on their own

\*Compose longer dance sequences in a small group

\*Demonstrate precision and some control in response to stimuli

\*Begin to vary dynamics and develop actions and motifs in response to stimuli

**ABOUT THE UNIT**

In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.

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.

**WHERE THE UNIT FITS IN**

This unit lays the foundations for upper KS2 Dance, in which children will concentrate on dance inspired by characters and narrative. They will continue to work on their own, with a partner and in small groups, developing their ability to create, perform and appreciate dance.

In other physical education units in year 3/4, children concentrate on working with a partner and linking actions (gymnastics); working as a group to solve problems (outdoor and adventurous activities); and linking actions and relay (athletics). Other year 3/4 units focus on themes such as pathways, patterns and shapes.

**Key Vocabulary**

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

- words to describe actions, dynamics, space and relationships
- words to describe group formations, eg square, circle, line
- partner, copy, follow, lead
- unison, canon, repeat
- structure
- motif
- dance phrase
- improvisation, explore

Session 1

Skills: I can..

Develop a motif demonstrating some agility, balance, coordination and precision

Knowledge: I know..

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How to contribute key words to a theme related mind map  
How to translate words/ideas into actions and combine together  
Assessment: I can..  
Demonstrate agility, balance, coordination and precision  
Overall Outcome:

Develop a 32 – 48 count Space themed Motif using a mind map and whole group choreography to produce actions  
Lesson Objectives:

To share what we know about the theme  
To creatively use the words from the mind map to help us move in different ways  
Show good timing, posture, and extension.

### Session 2

Skills: I can..  
Creatively change static actions into travelling movements  
Show different levels and pathways when I travel  
Knowledge: I know..  
How to translate theme related actions into travelling movements  
Assessment: I can..  
Will vocalise opinions across different areas of the curriculum  
Overall Outcome:

To develop a 32 count Individual travelling section using 2 – 3 of the actions from last weeks' motif showing changes in level and pathway  
Lesson Objectives:

To use the actions from the motif creatively using different body parts and movements  
Show changes in level and pathway when travelling  
Show good timing and control.

### Session 3

Skills: I can..  
Communicate effectively with a partner  
Knowledge: I know..  
How to translate images into actions to communicate meaning  
Assessment: I can..  
Communicate effectively and listens to others  
Overall Outcome:

To work in Pairs and use pictures as a stimulus to develop a 16 count pairs section to add to our performance piece.  
To use the pictures creatively  
To show use of mirror image and changes in level  
To work co-operatively.

### Session 4

Skills: I can..  
Communicate effectively within a group  
Knowledge: I know..  
How to listen to other's and share my own ideas  
How to translate words from a poem into movements  
Assessment: I can..  
Work well with others in a range of contexts  
Overall Outcome:

To work in small groups (suggest 4's) and use their poems to start developing a 16 or 32 count group section including Canon and change in Formation  
Lesson Objectives:

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To work well in groups showing good cooperation skills  
To use the poem as a stimulus for creative and imaginative actions  
Show use of Canon and changes in formation.

### Session 5

Skills: I can..

Communicate effectively within a group

Improve our ideas

Knowledge: I know..

How to use canon, formation changes, direction and level to improve our ideas

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

Assessment: I can..

Reflect and recognise success in self and others

Overall Outcome:

To finalise and perform the 16 – 32 count small group section, ensuring inclusion of Canon and changes in Formation  
Lesson Objectives:

To work well in groups showing good cooperation skills and provide useful peer feedback  
To use the poem a stimulus for creative and imaginative actions  
Show use of Canon and changes in Formation when creating and performing group section.

### Session 6

Skills: I can..

Evaluate the work of other's using accurate technical language

Knowledge: I know..

How to recognise good timing, execution and performance skills

Assessment: I can..

Able to comment constructively on the work of others

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.