

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

**Subject:** UKS2 Year B 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 video and other visual images to create initial ideas and develop dance phrases
- gained experience of talking about dance, art and music
- gained experience of talking about how to improve their compositions and performances

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

<p>Y5 Dance skill *Confidently perform choosing appropriate dynamics to express changes in character or narrative. *Use counts when choreographing short phrases. *Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. *Choreograph phrases individually and with others considering actions, dynamics, space and relationships</p>	<p>Y6 Dance skill *Confidently perform choosing appropriate dynamics to represent an idea. *Use counts accurately when choreographing to perform in time with others and the music. *Perform dances confidently and fluently with accuracy and good timing. *Work creatively and imaginatively individually, with a partner and in a group</p>	<p>ABOUT THE UNIT- In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and 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.</p> <p>WHERE THE UNIT FITS IN- This unit lays the foundations for Dance in upper KS2, in which children will use different visual images as a starting point for dance. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance. In other physical education units in year 5/6, children concentrate on designing and creating complex group sequences using music and exploring pattern and space (games)..</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:

- dance style, technique

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- formation, pattern, gesture, rhythm
- language specific to particular dance styles, eg pavane, haka
- motif, variation

### **Lesson 1**

**Skills: I can....**

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

**Knowledge: I know....**

**How to contribute key words to a theme related mind map**

**How to translate words/ideas into actions and combine together**

**Assessment: I can...**

**Moves fluently and can performs a wide range of skills confidently and competently**

**Overall Outcome:**

**To learn and perform the Haka**

**Lesson Objectives:**

**To share knowledge of the Haka**

**To learn the actions and words for Ka Mate Haka**

**Focus on good timing and performing motif in unison**

### **Lesson 2**

**Skills: I can....**

**Creatively change static actions into travelling movements**

**Show different levels, pathways and directions when I travel**

**Knowledge: I know....**

**How to translate theme related actions into creative travelling movements**

**Assessment: I can...**

**Applies skills effectively in different situations and within a range of physical activities**

**Overall Outcome:**

**To develop an individual section to add to last week's Haka**

**Lesson Objectives:**

**To turn 3 – 4 actions into a travelling section**

**To include use of level changes, pathway and different directions.**

### **Lesson 3**

**Skills: I can....**

**Communicate effectively with a partner**

**Knowledge: I know....**

**How to translate images into actions to communicate meaning**

**Assessment: I can...**

**Able to work constructively, irrespective of who they are working with or the area of PE.**

**Overall Outcome:**

**To develop a 22 second pairs section using a picture as a stimulus**

**Lesson Objectives:**

**To be creative with ideas when using the stimulus**

**Good teamwork**

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To include use of mirror image, and changes in level and direction in choreography

**Lesson 4**

**Skills: I can....**

**Communicate effectively within a group**

**Knowledge: I know....**

**How to use chance choreography to create a sequence**

**Assessment: I can...**

**Listens actively, respects the opinion of others and contributes ideas**

**Overall Outcome:**

**To work in small groups and start to develop a 20 second small group section using chance choreography**

**Lesson Objectives:**

**To work well in groups**

**To effectively use chance choreography**

**To include changes in formation, dynamics, Canon, Unison, Direction and Level.**

**Lesson 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...**

**Knows what they need to do to improve and what others need to do to improve their performance.**

**Lesson Objectives:**

**To work well in groups**

**To effectively use chance choreography**

**To include changes in formation, dynamics, Canon, Unison, Direction and Level.**

**Lesson 6**

**Skills: I can....**

**Evaluate the work of other's using simple technical language**

**Knowledge: I know....**

**How to recognise good timing, execution and performance skills**

**Assessment: I can...**

**Evaluates the work of others using technical language including setting targets for improvement.**

**Overall Outcome:**

**To perform, review and improve our finished Haka themed performance piece.**

**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.