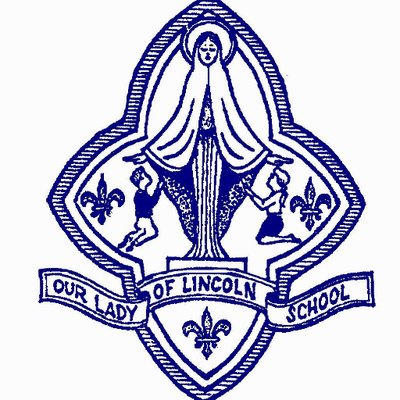
**Our Lady of Lincoln Catholic Primary School**

**Dance Curriculum**



**PE Whole School Long Term Overview**

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|  | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 |
| YEAR 1 | Gymnastics  **Can we know and perform a series of jumps?** | Dance  (other cultures)  **Can I create a simple African dance sequence?** | Athletics  **Can I run for a variety of purposes?** | Throwing & Catching Skills  **Can I throw and hit a target?** | Striking & Fielding Skills  **Can I strike a ball in different games?** | Floor Ball Skills  Passing & Receiving  **Can I pass the ball in a game?** |
| YEAR 2 | Gymnastics  **Can you perform balances in different ways?** | Dance  (musical theatre)  **Can dance represent a character?** | Athletics  **Can I run for speed and distance?** | Swimming | Football  **Can I pass the ball in different ways?** | Rounders  **Can I field in a rounders game?** |
| YEAR 3 | Gymnastics  **Can I perform balances, jumps and rolls in a sequence?** | Dance  (Film Soundtracks)  **Can I tell a story using dance?** | Athletics  **Can I run and jump over hurdles?** | Swimming | Cricket  **Can I strike a ball accurately for distance?** | Netball  **Can I shoot a netball successfully?** |
| YEAR 4 | Gymnastics  **Can I use a vault to perform gymnastics movements?** | Dance  (Rock and Roll)  **Can I perform my own rock and roll dance sequence?** | Athletics  **Can I execute a range of throws?** | Swimming | Rounders  **Can I use my throwing and catching skills to support my team?** | Hockey  **Can I play a game of hockey and follow the rules?** |
| YEAR 5 | Gymnastics  **Can I perform a range of complex jumps in gymnastics?** | Dance  (Street Dance)  **Can I use popping and locking in a street dance sequence?** | Athletics  **Can I perform a long distance jump?** | Swimming | Cricket **Can I field well to help my team in a game of cricket?** | Football **Can I keep and win back possession in a game of football?** |
| YEAR 6 | Gymnastics  **Can I perform group sequences?** | Dance  (Samba / Carnival)  **Can we perform a samba routine?** | Athletics  **Can I run over a sustained distance?** | Swimming | Rounders  **Can I use fielding techniques to help my team in Rounders?** | Rugby  **Can I pass a ball in a rugby game?** |

**Year 1 PE Programme of Study**

**Project:**   Dance from other cultures - Africa, Asia and South America

**Question:**  Can I create a simple African dance sequence?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to warm up and cool down for dance. (Health**)   * Each training session and competitive performance should begin with a warm up, to ensure the performer is physically and mentally prepared for action. Each training session and competitive performance should end with a cool down, to allow the body to recover more efficiently and minimise subsequent discomfort for the performer.   **To know how to build on from Gymnastics unit (project 1)**   * The previous project builds up to a simple gymnastic sequences using roll, jumps and balances and this could be used in this project. African dance in particular uses lots of jumping.   **To know how to copy and repeat actions.**   * Allow children to improvise if needed. Some children could copy a partner’s movements, or copy yours. Talk the children through the movements by guided imagery. * Look for- Do children have clear starting and finishing positions? This is also an opportunity to consider music from different cultures. * Use instruments from different cultures and times e.g. African drum, steel drums, didgeridoo, rain stick, finger piano etc. * Make a beat of the drum and a shake on the tambourine. Points and patches- points are small areas of the body e.g. hands, feet, knees, elbows and patches are larger body areas e.g. back, bottom, tummy. * Travel- A movement from one point/place to another. Make sure the speed is controlled to maintain a quality of movement and safety. STEP- Extension -you could introduce spins and turns into the movements.   **To know how to perform using a range of actions and body parts with some coordination.**   * Try to use dance vocabulary as much as possible. Talk about changes in levels; low medium, high, changes in speed and direction. The use of facial expressions. * Look for clearly performed walking, changes in speed and direction, contrasts, happy and sad movements, use of expression and control. Changes in speed should be controlled and maintain the quality of movement and safety. Gesture- the use of body to communicate feeling, mood or instruction.   **To know how to begin to perform learnt skills with some control.**   * Look For- Are the movement clear, are the actions effective, are the children able to repeat their movements, are the movements controlled? * To copy some African jumps, stances, crooked knees and shuffle steps. To try and copy clips that they have seen.   **To know how to vary the speed of their actions.**   * To change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space. To travel using different body parts, walking, jumping, balancing and running. In African dance every part of the body is used.   **To know how to use simple choreographic devices such as unison, canon and mirroring.**   * mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time. * Canon -A movement canon occurs when dancers perform the same phrase one after the other. * Unison- is when dancers either in a duet or a group use the same movement at the same time. Unison can appear anywhere at any time in a dance and can be done for any amount of time. Unison can be any type of movement it can be something travelling or standing still, turns, gestures or falls.   **To know how to put a sequence of actions together to create a motif.**   * A **motif** in the sense of the performing arts (theatre, music, and **dance**) is a recurring or repeated concept, object, musical phrase, or movement.   **To know how to begin to improvise independently to create a simple dance.**   * Pick two stretches with different body parts. Make each curl up. * Create a dance phrase. * Repeat the phrase but allow the stretch shapes to travel. * Finish up in a circle or line/s. * Make a stretch circle or line/s. Stretch one by one like the elastic. * Use a canon effect. And the elastic breaks. All curl up. Let all the energy go. * As you walk past stand up in a stretched position. Choose two other children to walk around. As they walk past, make your stretch vibrate   .  **To know how to watch and describe performances. (Communication**)   * To be able to evaluate their peers performances. This will improve as the lessons go on. * To help children develop communication skills and use word webs to help them.     **To know how to begin to say how they could improve and evaluate performances.**(**Communication)**   * Help the children to be positive about each other. Show the children how to do this and discuss why it’s good practise.     **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance.  Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Watch and describe performances.  Begin to say how they could improve | **Core vocabulary:**  **Tier 3**  Perform  Sequence  Control  Choreography  Mirroring  Improvise  Evaluate  Unison  Cannon  Gesture  Co-ordination  Spins  Facial expressions  **Tier 2**  Skills  Actions  Dance  copy  travel  move  speed  change |
| **Curriculum threads to be covered:-**  Reading –N/A  Computing –N/A  British Values:   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop these skills when putting a sequence of actions together and improvising independently to create a simple dance).* * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to grow in understanding and therefore develop respect for other cultural traditions when exploring instruments and rhythms from other cultures; applying these to create a motif).* * To encourage respect for other people *(to develop respect for themselves and others when observing and evaluating performances of others; to develop and practise a positive approach about each other).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Eat Well*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I can eat a rainbow***  (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Healthy Me*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Super Sleep*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year R  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 2 PE Programme of Study**

**Project:**   Dance - Musical Theatre - Cats

**Question:**  Can dance represent a character?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to warm up and cool down and stretch ready for dance. (Health)**   * If the body isn’t stretched and warmed up dance then injuries can occur. * Children should begin to use a set of stretches and lead the class in them at parts of the lesson.   **To know how to copy, remember and repeat actions.**   * The jumps are done with cats in mind. * Different types of jumping that you can add to a sequence. * Jumping from the floor, jumping high, jumping long, landing from the jump, putting consecutive jumps together, jumping position in the air, assisted jumps, jumping with a partner or group, jumping with a prop, jumping on different body parts, jumping over something, jumping on to something, jumping off something. * Developing jumps in your sequence. Changing the type of take-off, holding different shapes through the air, changing the speed of jump, changing the direction of jump, timing of the jump to coordinate with music, partner or group, thinking about how you can link different jumps together.     **To know how to move in time to music and to improve the timing of their actions.**   * Use different movements- high knees, side ways movements-cross overs. * Change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space. * Moving like Cats.   **To know how to create a short motif inspired by a stimulus.**   * A **motif** in the sense of the performing arts (theatre, music, and **dance**) is a recurring or repeated concept, object, musical phrase, or movement. * The motif will be inspired by the musical Cats. * To know that music can represent characters and moods: Macavity- jerking and quick, rumtumtugger – speedy, pendy, etc   **To know how to change the speed and level of their actions.**   * Travelling in dance. * This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another. * Different types of travelling that you can add to a sequence. Walking, crawling, skipping, hopping, bouncing, running, travelling on one or multiple body parts, travelling with a prop, travelling with partner or group. * Developing travelling in your sequence. Changing the speed of travel, changing the direction of travel, performing the travel on different levels, including different patterns of travel, linking the travelling movements together.   **To know how to use simple choreographic devices such as unison, canon and mirroring**   * mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time * canon – this technique requires dancers to take it in turns to perform a movement that is then identically copied and performed by others * unison – this technique requires dancers to move at the same time as each other   **To know how to perform sequences of their own composition with coordination and increased control.**   * To use ideas from the recent CATS film and try to make own sequences in groups. Children share their work with others.   **To know how to watch and describe performances, and use what they see to improve their own performance. (Communication)**   * Give children opportunities to appreciate and observe each other. * Children pick up and copy ideas or use ideas to develop an opposite response within their own work. * Through observation children slowly develop a critical appreciation of dance. * Watch ‘greatest dancer clips’.   **To know how to talk about the differences between their work and that of others.**(**Communication)**   * To study each others’ dances and learn how to critique. To learn from other children’s guidance and respect what watch other say and be respectful.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring  Use different transitions within a dance motif.  Move in time to music.  Improve the timing of their actions.    Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others  Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | **Core vocabulary:**  **Tier 3**  Critique  Unison  Canon  Mirroring  Motif  Cross overs  Repeat  Observe  Sequences  Communicate  **Tier 2**  Dance  Turn  Jump  Move  Steps  Copy |
| **Curriculum threads to be covered:-**  **Reading** –N/A  **Computing** – N/A  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(these skills will be developed when pupils learn and improve on different choreographic devices; to grow in self-confidence and self-esteem when pupils make their own sequences in groups; to grow in self-confidence when pupils talk about their own and others dance sequences).* * To encourage respect for other people *(to develop respect for others when they learn how to critique each other’s dances; to learn to respect children’s guidance and what they say based on positive feedback).*   **PSHE** – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***What does my body do?***(Year 2) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 1 dance: To know how to warm up and cool down for dance. To know how to copy and repeat actions.  To know how to perform using a range of actions and body parts with some coordination.  To know how to begin to perform learnt skills with some control. To know how to vary the speed of their actions.  To know how to use simple choreographic devices such as unison, canon and mirroring.  To know how to put a sequence of actions together to create a motif.  To know how to begin to improvise independently to create a simple dance. To know how to watch and describe performances. To know how to begin to say how they could improve and evaluate performances.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 3 PE Programme of Study**

**Project:**   Dance – film Star Wars.

**Question:**  Can I tell a story using dance?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know the importance of strength and flexibility for physical activity. (Health)**   * Stretching is just as important as daily exercise for all ages. It helps blood flow to the muscles and cartilage and helps to relax us. * Stretching creates long lean muscles required for dancers and athletes. * Stretching helps muscles to be more pliable.   **To know how to perform with some awareness of rhythm and expression.**   * To recap what the children covered in year 3 music learning about Star Wars where they had to identify the different character themes in the music for Star Wars – Luke Skywalker, Darth Vader, Princess Leia/Han Solo and listen for dynamics and speed to identify mood etc. * Musicality is expressing the rhythm of notes from an instrument, through our bodies. * In Star Wars it may be the lead instrument, there’s rhythm in every instrument in our music. * Children can practice by clapping out these rhythms with our hands, to ensure what we hear from our hands matches what we hear from the music. * Different music shows the moods in the film.   **To know how to create motifs from different stimuli.**   * A **motif** in the sense of the performing arts is a recurring or repeated concept, object, musical phrase, or movement. * This could be different characters or the themes of good and evil in the film. The children could use dance to re- enact fight scenes from the film or marching like stormtroopers.   **To know how to begin to improvise with a partner to create a simple dance.**   * When children hear a song they like and begin to move to it and this is improvising. * An image from the film that resonates with the children or with the idea you want to make a dance about. * Your movement response is shaped by how your partner moves according to words that the music/ instruments from the orchestra makes you feel.   **To know how to begin to compare and adapt movements and motifs to create a larger sequence.**   * Children could look at storm trooper marching and in groups create a dance sequence. * The children can look at each others sequences and compare. * To watch clips to gain an idea and perhaps other types of marching such as scenes from Les Miserables, Mulan, etc to gain knowledge about how marching can work in films. * To know to compete against self and others in a controlled manner.   **To know how to use simple dance vocabulary to compare and improve work. (Communication)**   * To use Action words: push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake, link, motif, flow, dynamics, rhythm, expression to compare dances. * To have words displayed.   **To know how to watch, describe and evaluate the effectiveness of a performance. (Communication)**   * Dance performance review is a kind of written critique that is aimed at evaluating the techniques, atmosphere, and aesthetics of concert dance. A dance performance review should analyse body plasticity, movements, music, space, and time.   **To know how to describe how their performance has improved over time. (Communication.)**   * To have a collection of words that the children can used based on the film the music and critique of dance.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression.  Know the importance of strength and flexibility for physical activity.  Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.    Compete against self and others in a controlled manner  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | **Core vocabulary:**  **Tier 3**  Dynamics  Scene  Motif  Expression  Rhythm  Flexibility  Concept  Character  Musical phrase  Marching  **Tier 2**  Music  Theme  Perform  Dance  Stretching  Matching  compare |
| **Curriculum threads to be covered:-**  Reading –N/A  Computing – N/A  British Values:   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(these skills will be developed when pupils create and apply movements to form a dance sequence; to grow in self-knowledge and self-confidence when pupils perform a dance performance with their group in front of a panel of judges; to grow in self- esteem and self-confidence when pupils compare and share their performance with others and critique a dance).* * To encourage respect for other people *(to show respect for themselves and others during performances and when evaluating and sharing evaluations of performances).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Derek Cooks Dinner!***(Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Poorly Harold*** (Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Body Team work*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 2 dance:  To know how to warm up and cool down and stretch ready for dance. To know how to copy, remember and repeat actions.  To know how to move in time to music and to improve the timing of their actions. To know how to create a short motif inspired by a stimulus.  To know how to change the speed and level of their actions. To know how to use simple choreographic devices such as unison, canon and mirroring  To know how to use different transitions within a dance motif. To know how to perform sequences of their own composition with coordination and increased control.  To know how to compete against self and others. To know how to watch and describe performances, and use what they see to improve their own performance.  To know how to talk about the differences between their work and that of others.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |



**Year 4 PE  Programme of Study**

**Project:**   Dance – Rock and Roll

**Question:**  Can I perform my own Rock and Roll dance sequence?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to warm up, cool down and stretch for dance.** (**Health)**   * For many dancers, a "warmup" consists of sitting on the floor stretching their legs in various positions. * But this strategy only reduces your muscles' ability to work properly—it negatively affects your strength, endurance, balance and speed for up to an hour.   **To know how to demonstrate rhythm and spatial awareness.**   * Space is everything that surrounds us, the objects and people as well as the emptiness we use to move around. * **Spatial awareness** is the degree to which we comprehend the space around us, the relationship of objects in that space to one another, our understanding of how we can move through those spaces, and our relationship to the empty spaces and the objects around us. * Rock and roll is fast paced and the spatial awareness that the children have must be sharp and quick.   **To know how to begin to vary dynamics and develop actions and motifs in response to stimuli with more precision and control.**   * To use basic chords of a rolling bass accompaniment into dance motifs learnt from the rock and roll dance topic. To learn how to fit the chords into motifs and sequences (fit this to Hound Dog).   **To know how to compose a dance that reflects the chosen dance style using some basic steps.**(**Aspiration)**   * The social form of Rock n roll is very similar to the single time East coast Swing basic step. And it has a great deal of turns, spins, changes of places. The technique used is mostly “ball flat”. * The basic: feet in a parallel and pump one foot to the left then right leg and heel ball change and repeat and get faster. Heel- back – front. <https://www.youtube.com/watch?v=qYNbK4Ag3wc>   **To know how to confidently improvise with a partner or on their own.**  <https://www.youtube.com/watch?v=V3ucBTI-f5s&t=14s>   * How to dance jive which fits in with rock n roll music and moves. * Back , replace, side to side and repeat. To do individually and in hold too.   **To know how to compose longer dance sequences in a small group with fluency and expression.**   * To include kicks and flicks this time and use everything that has been taught to dance to a rock and roll song ( short part of it such as Great Balls of Fire or hound dog) <https://www.youtube.com/watch?v=ULEOyE4QX7I>   **To know how to identify and repeat the movement patterns and actions of a chosen dance style. (rock and roll)**   * To practise and learn the moves above and repeat and perfect. To copy clips and make it their own. Maybe use Great Balls of Fire or Something from Grease like Born to hand jive and follow the sequence.   **To know how to use simple dance vocabulary when comparing and improving work.**   * To create a wall together of words to use and use clips from Strictly and Greatest Dancer to develop critique.   **To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. (Communication Aspiration)**   * To help each other improve and re do dances with changes advised. To have a judging panel and get tips from Strictly or Greatest Dancer.     **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Demonstrate rhythm and spatial awareness.  Change parts of a dance as a result of self-evaluation.  Use simple dance vocabulary when comparing and improving work.  Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | **Core vocabulary:**  **Tier 3**  Precision  motif  kick ball change  jive  kicks  flicks  spatial awareness  dynamics  spins  **Tier 2**  Movement  Sharp  Roll  repeat  sequence  control |
| **Curriculum threads to be covered:-**  Reading –N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(these values to be embedded when composing and performing dance sequences with rhythm and expression)* * To encourage respect for other people *(value of respect for others to be embedded when watching, describing and evaluating effectiveness of others’ performances)*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Making Choices*** (Year 4)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***SCARF Hotel*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 3 dance:Musical style:  To know the importance of strength and flexibility for physical activity.  To know how to perform with some awareness of rhythm and expression.  To know how to create motifs from different stimuli. To know how to begin to improvise with a partner to create a simple dance.  To know how to begin to compare and adapt movements and motifs to create a larger sequence.  To know how to use simple dance vocabulary to compare and improve work. To know how to watch, describe and evaluate the effectiveness of a performance.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 5 PE Programme of Study**

**Project:**  Dance - Street Dance

**Question:**  Can I use popping and locking in a Street Dance sequence?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that warm up, cool down and spatial awareness are important. (Health)**   * A warm up should include exercises for ankles, knees, hips, spine, shoulders, elbows and wrists with 6-8 repetitions of each exercise. By the end of the warm up you should feel warm, relaxed and ready to start dancing.   **To know what Street Dance is and where it came from.**   * Street Dance is the umbrella term for a number of social dance styles including, but not limited to; Breaking, Hip Hop, Locking, Popping and House. * These styles are all independent styles in their own right, each with their own history and foundations, each visually looking very different. * The key elements which make street dance what it is are; groove, character, originality, intention, creativity and social interaction.   **To know some movements from street dance and add timing and pace.**   * The **arm wave** is a fundamental move in the dance style known as popping. Although it isn’t a complicated move, it can bring a lot of motion to your dance. You start the wave on 1 arm, transition through your shoulders, then end the wave on the fingers of your other arm. Master the motions 1 at a time and practice often so you can add the arm wave to your dance routine.<https://www.bbc.co.uk/programmes/p05cjz68> * **Happy feet**: start with your feet together and you’re going to think that you want to pivot this way on your right heel like this. Your toes lift off the ground. You don’t want to keep your toes here. You want to keep your toes up. Pivot. At the same time, you’re going to do the opposite. You’re going to keep the toe of your left foot on the floor. Your heel is going to go out this way. And down.   **To know about locking and popping and how to include moves with confidence and fluency.**   * Popping involves lots of sharp, rigid arm hits and stops mixed in with cool robotic body movements and twitching. Locking and popping are very similar and you could show the children examples: Alesha’s street dance has good clips to copy from. There are many moves such as Scarecrow and snaking. tutorials:<https://www.bbc.co.uk/programmes/p059x00v>.   **To know how to demonstrate imagination and creativity in the movements they devise in response to stimuli.**   * To use clips and tracks that the children are familiar with and use locking and popping moves and knowledge of pace and timing too.     **To know how to use transitions to link motifs smoothly together.**   * To use action, reaction, cannon ,unison motifs to use in sequences. * Action/reaction- A compositional element when working in a partner or group where the action/movement of one is followed by another e.g. through a bucket of water at someone, they we react and move. * Cannon-A motif in a partner or group which is repeated one person after the other e.g. Mexican wave. * Unison-A movement or stillness that is performed at the same time.     **To know how to compose individual, partner and group dances that reflect the chosen dance style.**   * Form into small groups- three/four. Create a short dance, lasting for four sets of eight counts, representing play. * Teach your action to the rest of the group. * Combine all actions together, try to make the actions flow * Consider the order of the actions, timing, rhythm, speed. * Will all the actions be performed together- unison? Or will you use canon, action/reaction? • * Develop group formations and spatial pattern.     **To know how to improvise a sequence ensuring that their actions fit the rhythm of the music as a result of peer review. (Communication)**   * Children should comment on each others dancing and how peers can improve. They should use the appropriate vocabulary to make useful comments and even record using ipads.     **To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.** (**Communication)**   * To be able to review own techniques and how they could improve. To know own strengths and weaknesses and how to communicate this.     **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.    Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compare and improve work.  Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.  Choose and use criteria to evaluate own and others’ performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | **Core vocabulary:**  **Tier 3**  jagged  angular, untangle  **Tier 2**  improve,  release, powerful, delicate,  direction, speed, dynamics, remember, timing, rhythm. |
| **Curriculum threads to be covered:-**  **Reading –    N/A**  **Computing – N/A**  **British Values :**   * To enable students to develop their self-knowledge, self-esteem and self-confidence. *(values embedded when composing and performing dances to reflect chosen style)* * To encourage respect for other people *(values embedded when reviewing own skills or techniques and commenting on others’ techniques)*   **PSHE** – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Getting Fit*** (Year 5)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***It all adds up!*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 4 dance Rock and roll.  To know how to warm up, cool down and stretch for dance. To know how to demonstrate rhythm and spatial awareness.  To know how to begin to vary dynamics and develop actions and motifs in response to stimuli with more precision and control. To know how to compose a dance that reflects the chosen dance style using some basic steps. To know how to confidently improvise with a partner or on their own. To know how to compose longer dance sequences in a small group with fluency and expression. To know how to identify and repeat the movement patterns and actions of a chosen dance style. ( rock and roll) To know how to use simple dance vocabulary when comparing and improving work. To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  YR ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 6 PE Programme of Study**

**Project:**   Dance - samba / carnival

**Question:**   Can our class perform a Samba routine?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how important warming up and stretching is in dance (Health)**,   * Stretching your hip flexors is the best way to improve both flexibility and coordination, especially for dancers. * Begin with kneeling down on your left knee and place your right foot flat on the floor in front of you and bend at the knee. * Lean forward, stretching your left hip toward the floor.   **To know about what Samba dancing is** **and some history.**   * *Samba* is a lively dance of Brazilian origin. It's a popular party dance, characterized by simple forward and backward steps and rhythmic hip movements. * *Samba* is the national dance of Brazil, some say the spirit and soul of the country. In Brazil, it is a solo dance, performed at street festivals and carnivals. * *Ballroom samba*, on the other hand, is a partner dance that has little in common with the original form.     **To know how to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.**   * <https://www.dancing4beginners.com/samba/> * Basic step: *Ballroom samba* is usually danced to music written in 2/4 time, meaning there are two beats in each measure. The basic box step consists of three steps. This means that three steps are performed in two beats of music.The basic rhythm is 1 & 2, 3 & 4, 5 & 6, 7 & 8, commonly described as "one, uh two", "three, uh four", and so on. Usually you count 8 beats before resuming the count. * Samba bounce: The most characteristic element of *samba* is probably the so called *samba bounce*, which is achieved through rhythmic bending and straightening of the knees. * Samba roll: <https://www.youtube.com/watch?v=QBfs7v6SoQA> * Samba square - Like the rhythm of the basic samba steps, it goes long quick, short quick, and then slow. The leader starts the samba square forward and does the second half backward. The follower starts the samba square backward and does the second half forward. Once again, both partners should be facing each other.   **To know how to identify and repeat the movement patterns and actions of a chosen dance style.**   * To practise the moves shown about and repeat them and modify them. To critique each other.   **To know how to move rhythmically and accurately in dance sequences and show a change of pace and timing in their movements.**   * <https://www.bbc.co.uk/bitesize/clips/z2wg9j6> * Dancers perform a sequence of steps. They demonstrate the box kick and step, Samba sequence and basic Samba footwork. When the steps are placed together we see how the dance, music and costume symbolise the Brazilian carnival.   **To know how to use dramatic expression in dance movements and motifs.**   * Posture**:** stylised and upright for Samba; earthy for Afro-Brazilian * Use of torso**:** isolation and using of the core. Use of individual body parts: limbs are an extension of the main body and the action comes from the centre of the body. * Samba: big angles with the arms and straight posture of the upper body with strong isolation of the lower part. * Maracatu: strong hands as an extension of the arm. Fingers together. Isolation of the upper body more upright than Afro-Brazilian. * Rhythm**:** 4 and 6/8. Use of space straight lines; formations of 8; alternate lines position; circle formations and diagonals   **To know how to perform the sequence in time to music (Aspiration)**   * To have a set routine that the children practise together to show what they have learnt. * To incorporate the steps taught and vocabulary used. To watch clips.   **To know how to thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. (Communication)**   * Modify some elements of a sequence as a result of self and peer evaluation. * To undertake some peer reviewing. * What should the movements look like and how could they be improved? * To use particular vocabulary to support peers and help techniques.   **Refer back to the project question at the end of the unit** | **Physical skills from progression document**  Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.    Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across their sequence  Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation.    Use complex dance vocabulary to compare and improve work  Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements | **Core vocabulary:**  **Tier 3**  Samba square  Samba roll  Ballroom  Technique  **Tier 2**  Carnival  Rhythmic  Compose |
| **Curriculum threads to be covered:-**  Reading - N/A  Computing – N/A  British Values:   * To enable students to develop their self-knowledge, self-esteem and self-confidence * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures * To encourage respect for other people   PSHE –  Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***5 Ways to Wellbeing***(Year 6)                 Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I Look Great!*** (Year 6)                 Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***We have more in Common than not*** (Year 6) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 5 street dance:  To know that warm up, cool down and spatial awareness are important. To know what Street Dance is and where it came from.  To know some movements from street dance and add timing and pace. To know about locking and popping and how to include moves with confidence and fluency. To know how to demonstrate imagination and creativity in the movements they devise in response to stimuli. To know how to use transitions to link motifs smoothly together. To know how to compose individual, partner and group dances that reflect the chosen dance style.  To know how to improvise a sequence ensuring that their actions fit the rhythm of the music as a result of peer review. To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |