

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year B- Dance

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Pupils will know how to demonstrate agility, balance, and coordination.
- Pupils will know how to move in time to the music and use control when doing so.
- Pupils will have a good understanding of some key vocabulary for dance linking on from last year.
- Pupils will know to listen to sounds, music, words, and poems to generate ideas relating to a theme.
- Pupils will know how to listen and follow instructions,
- Pupils experimented with different ways of moving to music. Pupils learned through dance to negotiate space and obstacles safely; with consideration for themselves and others.
- Pupils created dances using a stimulus, they worked in small groups and began to evaluate and give feedback on performances. They were introduced to key movements in their dances including unison, canon, space, and timing.

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

Dance- Egyptians

Music “Walk like an Egyptian”

- To choreograph and perform a basic motif in a small group, displaying creative ideas from a mind map around the dance inspired by Walk like an Egyptian.
- To know how to dance in unison, using canon, in a group showing good timing, energy, and strength.
- To know how to use different levels, pathways, and directions when I travel.
- To know how to perform in front of an audience and provide feedback to other pupils using technical language

Key Vocabulary

unison, levels, perform, canon, feedback, inspire, pathways, direction, counts, collaborate, choreograph, timing, create, motif, symmetry

Session 1 – To be able to share knowledge of characters, storyline and themes on the topic. To be able to create imaginative actions based on the words in the theme in relation to the mind map. To be able to perform the motif in unison with good timing.

- To know how to co– operate and collaborate to create a warmup displaying a variety of different movements.
- To know how to translate ideas from a stimulus into movement showing expression, precision, control, and fluency.
- To perform a basic class motif displaying creative ideas from a class mind map.
- To know how to choreograph ideas from key words and prompts.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Healthy Participation – To discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can have on Dance performance.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Session 2 – To understand the theme of Egyptian dance and to know the types of actions and movements related to the theme. To be able to incorporate changes in levels and move around the space using different directions.

- To know how to dance in unison in a group showing good timing, energy, and strength.
- To know how to move fluently and can perform a wide range of skills confidently and competently.
- To know how to creatively change static actions into travelling movements.
- To know how to use different levels, pathways, and directions when I travel.

Healthy Participation – Discuss the benefits of stretching before dance- enables to loosen the muscles and helps to get the body better prepared for dance and performances.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Session 3 – To be able to communicate ideas with different pupils and sized groups. To be able to use picture image to create movements.

- To know how to dance using canon in a group showing good time, energy and strength.
- To know how to show good timing and control.
- To know how to develop a 32- count pairs section linking on from the section to last week's motif.
- To know how to communicate effectively with a partner and different sized groups.
- To know how to use pictures and mirror imagine to be creative within dance.

Healthy Participation – Highlight the benefits of taking part in Dance on your long-term health. Discuss the benefits of being healthy and active. Discuss options for local Dance schools.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Session 4 – To able to link a traveling section using levels and space into a dance section. To be able to perform and give feedback to other pupils/groups.

- To be able to use levels, travelling and space with timing musicality.
- To know how to link theme related actions to travelling movements.
- To be able to choreograph 32 counts to create a travelling section in small groups.
- To know how to show pathways when travelling and the use of different levels.
- To know how to perform in front of an audience and provide feedback to other pupils.

Healthy Participation – To understand that exercise can help your body stay at, or reach, a healthy weight. To stay at a healthy weight, you must use up the energy you eat. Exercise helps you do that.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 5 – To be able to include canon, formation, direction and levels into a section of dance. To be able to use poems as a stimulus for the dance sequence.

- To know how to use canon, formation, direction and levels within a performance.
- To know how to listen to other pupil's ideas and work effectively in different sized groups.
- To know how to use the use of words or a poem to help stimulate and gather ideas turning them into actions.
- To know how to recognise what makes a good performance.

Healthy Participation – To discuss the benefits of having regular drink breaks during PE can help to replace the fluids you lose when you sweat and can help to maintain normal body functions and performance levels.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Session 6 – To be able to know and understand what makes a good performance. To be able to give feedback to others. To be able to use peer feedback to improve performance.

- To know how to use canon and changes in formation when choreographing 16- 32 count sequence.
- To know how to vocalise my own thoughts and communicate effectively within a group.
- To know how to improve ideas from other pupils/ teacher feedback.
- To know how to use technical language when giving feedback to others.
- To know how to perform in front of other smaller groups or the class the finished performance.

Healthy Participation – To discuss the benefits of dance on health – increases muscular strength, endurance and fine motor skills, stronger bones and improves physical confidence.

Vocabulary – Agility, balance, control, coordination, teamwork, unison, levels, perform, canon, stimulus, feedback, inspire, pathways, direction, counts, collaborate, choreograph, Shimmy, carnival wave, carnival clap, samba roll.

Future learning this content supports:

This unit will support future subjects in UKS2. It has helped to support and strengthen muscles, improve balance and flexibility. Helps pupils with spatial awareness and movement patterns which are necessary in every sport.

Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).