

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

**Subject:** UKS2 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, timing, levels, pathways, travel, direction.

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

#### **Dance- Dance through the ages**

- To know how to develop a motif linking to the theme 20's/30's dance which will incorporate the Charleston kicks, hand and knees the pupils performance/ class motif; and develop a section linking to the theme of 40s/50s dance which will incorporate hand jive and kicks into the performance.
- To choreograph a motif linking to the theme of 60s/70s dance which will incorporate swim, mashed potato, hitch hike and Saturday night fever arms into the performance.
- To develop a 32- 64 count section using CHANCE choreography to create a motif for 90/00s dance which will incorporate the 6 step, lock, running man and the cabbage patch into the performance
- To use prior knowledge to choreograph a section for now

#### **Key Vocabulary**

control, motif, storyline, theme, precision, dance decade, chance, choreography, direction, formation, dynamics, canon, unison, direction, levels.

Session 1 – **To be able to create a motif using words, through class discussions, mind maps and spider diagrams.**

**To be able to come up with a 48-64 count motif using ideas linked to the theme.**

- To know how to develop a motif linking to key words created through mind maps.
- To know how to develop a 48-64 count motif linking to the theme 20's/30's dance.
- To know how to use knowledge to create storylines demonstrating balance, coordination, and balance.
- To know how to turn, key words into relevant actions.
- To know how to incorporate the Charleston kicks, hand and knees the pupils performance/ class motif.

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.

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**Session 2 – To be able to use levels within a performance using movements linked to the theme. To be able to work well in pairs listening, sharing ideas, and working well as a team.**

- To know how to use static actions and turn them into a travelling section.
- To know how to use the use of pathways through travel showing different levels.
- To develop a 32 count pairs section linking to the theme of 40s/50s dance.
- To know how to incorporate hand jive and kicks into the performance.

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.

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**Session 3 – To be able to include changes in levels and the use of different directions into a performance linking with the theme.**

- To know how to work with a partner and communicate effectively.
- To know how to listen to other pupil's ideas and to come up with creative ideas.
- To know how to choreograph a 32-count motif linking to the theme of 60s/70s dance.
- To know how to use levels and different use of direction within a performance.
- To know how to use picture images to come up with ideas relating to the theme.
- To know how to incorporate swim, mashed potato, hitch hike and Saturday night fever arms into the performance.

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

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**Session 4 – To be able to work effectively with different group sizes and pupils within the class. To include CHANCE within a performance linking to the theme.**

- To know how to work in different group sizes and communicate effectively with others.
- To know how to develop a 32- 64 count section using CHANCE choreography.
- To know how to come up with choreography to create a sequence of different movements.
- To know how to incorporate top rocking, the 6 step, lock, running man and the cabbage patch into the performance.

Healthy Participation – To discuss the importance of being confidence within dance. Talk about how sometimes we can feel when performing in front of others. Describe the benefits dance as it helps us to have greater self – confidence and self- esteem.

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**Session 5 – To be able to work well and communicate with other pupils within the class to come up with and share ideas. To be able to use CHANCE in the performance linking with the theme. To be able to remember all sequences from week 1 to now.**

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- To know to reflect and give feedback to others.
- To perform with confidence Infront of an audience.
- To know how to use CHANCE performance in a dance.
- To know how to listen to other pupil's ideas and know how to confidently vocalise my own thought and opinions.
- To know how to remember and put together all the sequences into a performance so far.

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.

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Session 6 – **To be able to understand what makes a good performance. To be able to use peer feedback to improve final performance.**

- To know how to use feedback from pupils/teacher to further develop based own performance.
- To know how to remember and link all sequences from week 1-6 together into a performance.
- To know how to evaluate other pupils work and provide them with feedback using technical language.
- To know what makes a good performer/ dance performance – head up, good timing, extension, facial expressions, accuracy, and fluency of movements.

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, control, motif, storyline, theme, precision, dance decade, chance, choreography, direction, formation, dynamics, canon, unison, direction, levels.

Future learning this content supports:

This unit will support future subjects Spring 2. 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).