



Links to PE National Curriculum

- 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 with each other.
- 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
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement

Key Vocabulary

Stillness	Movement	Link	Timing
Expression	Levels	Direction	Sequence

Key skills

Physical

- Balancing actions
- Travelling actions
- Jumping actions
- Linking/sequencing actions

Social & Emotional

- Communication
- Collaboration
- Challenging ourselves

Thinking

- Understanding of techniques
- Understanding principles
- Adapting and creating actions and sequences

Glossary

Stillness

Using balance and stillness to create freeze frames and show emotions in our dances

Timing

Counting our actions to create short dance sequences using our 4 or 8 counts

Sequence

Linking balancing / jumping / travelling actions together to create a sequences of movement

Principles of dance: How can we use these to adapt our actions?

Stillness/Balance

Holding a freeze frame/pose for 2+ seconds

Jumping/Leaping

Jumps can be used as a transition between balancing and travelling actions to show sharp, explosive actions.

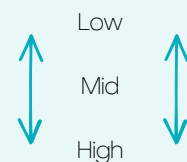
Travelling

Different travelling actions:

- Galloping
- Chassé / sidestep
- Crawling
- Jumping

Levels

The use of height:



Gestures/Emotion

How can we use gestures & expression to show emotion and tell a story throughout our dance?

Turning/Rotating

How can we use gestures & expression to show emotion and tell a story throughout our dance?

Key questions

1. What do we mean by 'levels'?
2. What do we mean by a sequence?
3. What 'T' word do we use to link actions together? (transition)

By the end of the unit I should...

- Be able to display a variety of balance and travel actions using different body parts
- Be starting to link actions together to create sequences of movement
- Start to explore simple gestures and expression through our actions



Learning Journey – Y1 Dance



Whole child criteria: **Head** | **Hand** | **Heart**

EYFS

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g. jumping and stopping or running and skipping
- I can start to display travelling actions using different body parts
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can start to work collaboratively with others

Year 1

- I can suggest basic ways to improve dance motifs
- I have a basic understanding of timing in dance
- I can copy and repeat simple actions
- I can use different levels (height)
- I can use different tempos (speed)
- I can change and vary direction
- I can link movements to form simple dance phrases
- I can respond to different stimuli for dance
- I understand the importance of being physically active
- I can work cooperatively with others

Year 2

- I can suggest basic ways to improve dance motifs
- I understand what is meant by an 8-count in dance
- I can copy and repeat simple actions
- I can use different levels (height)
- I can use different tempos (speed)
- I can change and vary direction
- I can link movements to form simple dance phrases
- I can respond to different stimuli for dance
- I understand the importance of being physically active
- I can work cooperatively with others
- I can show simple gesture when completing dances

Other prior learning units (with similar transferrable skills)

- **Fundamental movement skills**
- **Gymnastics**
- **Yoga**
- **Dance**

Progression of physical skills

EYFS

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- I can start to link different actions together with increasing fluency

Year 1

- Pupils can copy and explore different actions through a range of stimuli:
– Pictures, stories, ideas, music etc.
- Pupils can start to explore travelling actions, balancing, gestures, jumping, leaping and turning
- Pupils can start to link multiple actions together to create short sequences
- Pupils can show a variety of tempo, height, strength and energy in their actions

Year 2

- Pupils can copy and explore different actions through a range of stimuli:
– Pictures, stories, ideas, music etc.
- Pupils can continue to develop travelling actions, balancing, gestures, jumping, leaping and turning
- Pupils can start to link multiple actions together to create short sequences both individually and with a partner
- Pupils can show a variety of tempo, height, strength and energy in their actions