



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

Unison	Canon	Improvise	Relationship
Formation	Fluency	Evaluate	Refine

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

Unison

Performing actions at the same time as others

Canon

Performing actions consecutively as a group

Improvisation

Can pupils create actions and short phrases based on a certain stimuli such as a theme, idea, image or piece of music

Relationship

How we work **with** others:

- Different partner balances
- Different dance actions with others
- Formations and positioning

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 'relationship' in dance?
2. Who can name our 6 dance principles?
3. What does the word 'choreography' mean?

By the end of the unit I should...

- Be able to improvise dances freely individually and with others
- Start to choreograph small group routines from a stimuli
- Be able to include multiple dance principles throughout our routines



Learning Journey – Y5 Dance



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

Year 4

- I can develop character and narrative ideas
- I can suggest improvements for my dances and others
- I can apply basic techniques such as contrast and mirroring
- I can apply different pathways, levels, shape and speed
- I can create increasingly longer dances with a partner/small group
- I can show a sense of rhythm and style when performing
- I can work collaboratively with others
- I have developed my confidence and self-belief
- I can use gestures and actions to explore different emotions/feelings/ideas

Year 5

- I can plan dances creatively and collaboratively in groups
- I can show choreographic techniques in my work
- I can suggest ways to improve/develop a dance
- I can improvise imaginatively to a wide variety of stimuli
- I can perform specific motifs for different dance styles
- I can compose, develop and adapt motifs
- I can create and perform increasingly longer dances with control and fluency
- I can perform to accompaniment to expressively and sensitively
- I can work effectively on my own/in pairs/in groups
- I understand and can explain how dance can keep me healthy

Year 6

- I can use compositional ideas when creating dances
- I am able to refine and develop my work and work of others
- I can show creativity and imagination in movements
- I can show greater competence & skill through dance
- I can compose motifs and structure simple dances
- I will develop and apply the use of formation within our dances
- I can perform to accompaniment to expressively and sensitively
- I can work effectively on my own/in pairs/in groups
- I understand and can explain how dance can play a role in a healthy active lifestyle

Other prior learning units
(with similar transferrable skills)

- Gymnastics
- Yoga
- Dance

Progression of physical skills

Year 4

- Pupils can perform dances freely and with fluency and show sensitivity to the dance stimulus and accompaniment
- They will explore ways of displaying expressive qualities through the use of gestures and actions



Year 5

- Pupils can perform different styles of dance clearly and fluently, adapting and refining the way they use their weight, space and rhythm
- They can express themselves through their dances and will take greater ownership on improvising and creating their own dances



Year 6

- Pupils can increasingly longer dances fluently, with clarity and control and can perform to an accompaniment expressively and sensitively.

