

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year B– Dance

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

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- Pupils will know how to use their bodies to make shapes, actions, and movements.
- Pupils will know how to listen and follow instructions,
- Pupils will know how to change speeds- walk, jog, run, sprint.
- Pupils will know how to start and stop and move in time to music.
- 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.

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

Dance- Seaside

Music- “I do like to be besides the seaside”.

- To know how to listen to the music and move bodies in time and with control to the music
- To know how to create theme or word related shapes, actions, and movements.
- To show different levels, pathways and direction when travelling; and to show travelling in different way
- To know how to link ideas together so that they flow into a dance performance

Key Vocabulary

precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, feedback.

Session 1 – To be able to move safely within the space and use imagination to come up with creative movements. To be able to move in different ways to various types of music. To be able to show good timing and use of some levels.

- To know how to move bodies in time to the music and to dance with control.
- To know how to create theme related shapes, actions and movements.
- To know how to listen to the music and move in time showing some expression.
- To know what a motif is and to know how to perform in time with music and in unison.

Healthy Participation – 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, precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, stimulus, feedback.

Session 2 – To be able to choreograph a 16-count motif and perform in small groups. To be able to work well with others and share ideas.

- To know how to use basic dance movements and to perform at the same time as a partner and with some control.
- To know how to create a mind map with words relating to the theme to generate ideas.

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- To know how to translate words/ ideas into dance actions and combine.
- To be able to develop the first 16 counts of a 32-count class motif.

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, precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, stimulus, feedback.

Session 3 – To be able to choreograph movements into a sequence. To be able to turn movements into travel sequences including levels.

- To know how to perform a dance sequence showing a variety of levels.
- To know how to show different levels, pathways and direction when travelling.
- To know how to listen to other pupils ideas and vocalise own thoughts.
- To know how to count to 8 to stay in time to the music.

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, precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, stimulus, feedback.

Session 4 – To be able to work well with a partner and link words of a poem to actions.

- To know how to communicate effectively with a partner.
- To know how to turn what I have read/ hear into movements of dance.
- To know how to use a poem to create 8-16 counts of a 16 or 32 phrase.
- To know how to link ideas together so that they flow into a dance 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.

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Session 5 – To be able to perform a series of travelling movements linking them to a theme. To be able to perform in front of an audience confidently.

- To know how to perform dance movements showing travelling in different ways by sliding, turning, gesturing, stepping, skipping, and jumping.
- To know how to remember simple dance steps and perform with control in time to the music.
- To know how to perform in front of an audience and give feedback to others.
- To know how to use feedback to make improvements on my performance.

Healthy Participation – To know and be able to explain why warming up is important. Can explain why keeping fit is good for their health.

Vocabulary – Agility, balance, control, coordination, teamwork, precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, stimulus, feedback.

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Session 6 – **To be able to remember a sequence of movements and to perform to an audience with confidence.**

To be able to give feedback using dance key words.

- To know how to remember a simple sequences of movements.
- To know what makes a good performance and comment on others work using technical language.
- To know how to use travel, direction and unison within a performance.

Healthy Participation – Discuss the importance of cooling down that it allows for a gradual recovery, helps to regulate blood flow, preventing injuries such as muscle tears etc.

Vocabulary – Agility, balance, control, coordination, teamwork, precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, stimulus, feedback.

Future learning this content supports:

This unit will support future subjects in LKS2. 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).