

## Dance medium-term plan

### Year 1 & 2

		Year 1 & 2		
Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 1 expected	Year 2 expected
<p><b>Competent learner</b></p> <p>Beginning to respond to simple stimuli. Can move confidently and creatively with control, balance and coordination. Can use a range of movements. Safely negotiating space.</p> <p><b>Active &amp; healthy learner</b></p> <p>Recognise and describe how their body feels during and after activities. Understand and explain the importance of good health, physical exercise and healthy food. Understand and explain which activities are good for our health.</p> <p><b>Reflective learner</b></p> <p>Describe, explain and comment on their own and others' actions and feelings. Listen, respond to set tasks and sounds following expectations and rules. Make judgements to improve their work.</p> <p><b>Engaged learner</b></p> <p>Communicate, select, prepare and handle appropriate resources effectively. Cooperate and work in small teams. Dress and undress for PE promptly. Listen to others and follow instructions.</p> <p><b>Disciplined learner</b></p> <p>Show a positive attitude towards activities and other pupils. Work well with others by showing respect. Stay on task throughout the lesson.</p>	<p><b>Agility</b> Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance.</p> <p><b>Balance</b> Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position.</p> <p><b>Co-ordination</b> Synchronising limbs when performing an action.</p> <p><b>Travel</b> Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape.</p> <p><b>Choreography</b> Count – Counting to 4, 8, 12, or 16 for a section of movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time.</p> <p><b>Working together</b> Unison – Everyone in the group moving in the same way at the same time. Mirroring &amp; Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call &amp; Response – Movements as a direct consequence of the previous movement. Canon – One child moving followed by another and another like a Mexican wave.</p>	Respond to simple stimuli	Brainstorm ideas for movements and language.	Using a picture stimulus to bring movements to life.
		Control	Stay within an area whilst moving, managing all body parts in isolation.	Control movements to represent direct opposites.
		Balance	Clear intent of direction when travelling, managing their weight.	Able to adjust weight to transfer into different positions.
		Co-ordination	Can use arms and legs simultaneously.	Can use arms and legs simultaneously in different directions.
		Range of movements	Use a variety of level, direction and types (jump, twist, turn, leap etc).	Use a variety of level, direction and types (jump, twist, turn, leap, stillness etc).
		Safely negotiate space	Can remain in an area without colliding with others or objects.	Can move at different levels and direction without colliding with others or objects.
		Changes to the body	Able to identify heart beating faster and sweating.	Able to discuss change in temperature and needing more air.
		Good health	Can talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats.	Can talk about different food groups and understand their nutritional value and frequency of consumption.
		Activity types	Can suggest movements that increase heart rate.	Can suggest activities that increase heart rate.
		Actions and feelings	Know and show the importance of sharing with others.	Share with others and include all involved equally.
		Rules and expectations	Can follow rules given with little or no prompt	Can follow rules given without prompt
		Make judgements to improve	Provide a relevant example of what they can do better.	Can say what they do well, what they need to change and how.
	<p><b>Experiences</b></p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire dance sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.</p>	Handling equipment	Can collect and carry sensibly alone, when prompted and used for its intended purpose.	Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position.
		Co-operate	Can work well with others, taking turns and sharing without prompt.	Work well with others, taking turns, sharing and helping others when needed.
		Preparing for PE	Can dress promptly without help.	Can dress promptly without help and keep area tidy.
		Listen to others	Allow others to speak and listen.	Allow others to speak and listen and respond to instructions from others.
		Positive attitude	Respond to instructions and do not disrupt others.	Respond to instructions, do not disrupt others and offer support where needed.
		Respect	Share and include others equally.	Share, include others equally and support/encourage others.
		Stay on task	Remain on task throughout the lesson with little or no intervention from AP.	Remain on task throughout the lesson with no intervention from AP.

Additional key vocabulary	
Mirror	Shapes reflected as if in a mirror
Match	Shapes created that are exactly the same
Unison	All children do the same move at the same time
Link	Balances created where the children are touching each other e.g. toes, hands etc
Sequence	Multiple shapes, balances and forms of travel linked together

## Year 2

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1			✓			Using basic equipment to add meaning to a motif.	Why is it important to listen to each other's ideas? How can you be creative with your movements? Are you using dynamics to show the enjoyment of the children as they play? How can you ensure the game/toy is safe? Why is important to consider safety? How was your motif creative? Were dynamics used clearly to represent playing?
2	✓					Create a motif using balance & pathways.	How do your movement ideas reflect the feel of the toy? Does your toy move in a straight line, or does it use a variety of pathways? Does your toy need a battery to make it work? Can you describe how your actions bring your toy to life? How did your movements in the motif match the toy?
3				✓		Mirroring & contrasting.	How do you coordinate movements? Why do you need to make your moves clear and easy to follow? How can you do this? How can you ensure you can mirror your partner? How are the movements different? Can you tell which is the old toy and which is new through the movements? How?
4		✓				Call & Response.	How does this game help to warm us up? What happens to your heart rate when you run? Why is important to have a healthy heart? How can you respond to the movements being offered? How did showing discipline (or not) affect your performance? Why is it important?
5						Choreographing using prior learning.	Do they remember what these words mean? Can they organise themselves quickly to move in the way instructed? Why is teamwork & communication important for this task? Explain what unison means? Explain how to mirror effectively. Why are your actions effective? How can you use dynamics to make it more effective? Can you comment on another person's work taking into consideration their feelings?
6			✓		✓	Safety & Responsibility.	How can we represent this through movement and dynamics? How can you represent a toy being broken? Can you use facial expression? Why is it irresponsible to break toys? How effective is your use of dynamics in this motif? Why is facial expression useful? Are the motifs effective? Do they show a change in play?
7	✓					Choreographing using prior learning.	Do you remember what 20th Century means? Who played with toys then? What was the main difference between Victorian toys and modern toys? Explain how you are using canon, unison or mirroring within your motif. Have they shown emotion within their motif?

## Additional areas

### Curricular links

N/A

### Opportunities

N/A

### Life skills

N/A