

Dance medium-term plan

Year 5 & 6

Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 5 expected	Year 6 expected
<p>Competent learner</p> <p>Can improve own and other's performance. Consistently performs a range of travels, turns, jumps, gestures and stillness to a high skill level demonstrating technique, alignment and control. Takes the lead in a range of choreographic situations and activities making suggestions that improve performance. Uses originality, imagination, and creativity in choreography to effectively convey themes, ideas and emotions.</p> <p>Active & healthy learner</p> <p>Clearly understand how personal fitness can improve performance. Demonstrate sustained levels of fitness.</p> <p>Reflective learner</p> <p>Consistently improve their work. Describe and comment on their own and others' performance with accuracy of actions. Know what has made their performance effective.</p> <p>Engaged learner</p> <p>Compete respectfully and fairly following rules. Eagerly participate in every PE/Sport lesson displaying excellent attitudes. Effectively communicate and collaborate with each other. Work independently for extended periods of time without the need for guidance.</p> <p>Disciplined learner</p> <p>Demonstrate self-discipline in all tasks. Show a positive attitude throughout the lesson. Be kind, respectful and considerate when working with others. Show support for their peers. Take responsibility for their own behaviour.</p>	<p>Travel Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction in the dance. Twist – movement of the body to create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Level - change height (high, mid, and low).</p> <p>Choreography 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. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence.</p> <p>Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.</p>	<p>Improve own and others' performance</p> <p>Performing a range of skills</p> <p>Take the lead in a range of situations</p> <p>Creativity and imagination in choreography</p> <p>Personal fitness</p> <p>Demonstrate sustained levels of fitness</p> <p>Consistently improve</p> <p>Comment on own and others performance</p> <p>Know effective performance</p> <p>Compete respectfully and fairly</p> <p>Attitudes</p> <p>Communicate and collaborate</p> <p>Work independently</p> <p>Self-discipline</p> <p>Positive attitude</p>	<p>Take charge demonstrating respect, encouragement, and effective communication skills to own group.</p> <p>Show noticeable progress in performing actions and decision making.</p> <p>Supporting the group to make decisions to improve work.</p> <p>Are inventive with their movements individually and in a group with mixed success.</p> <p>Can relate to strength, flexibility and stamina and discuss how this would improve performance.</p> <p>Reference managing energy levels accordingly and external factors such as diet, sleep, and hydration.</p> <p>Analyse own performance and provide relevant specific actions to improve their work.</p> <p>Provide specific feedback and offer technical guidance to support, when prompted.</p> <p>Review performance and identify any strengths, commenting on why they were a strength.</p> <p>Maintain respect and fair play when an activity is critiqued by a peer.</p> <p>Demonstrate enthusiasm before, during and after each lesson, without external influences.</p> <p>Actively encourage and motivate all in group/team, despite friendship.</p> <p>Keep an activity flowing with a group leader in place.</p> <p>Do not allow influences such as conflict affect participation or behaviour.</p> <p>Keep an open mind to trying different tasks or equipment in lesson.</p> <p>Demonstrate respect and fair play by</p>	<p>Take charge demonstrating respect, encouragement and effective communication skills to own group and model etiquette such as applauding.</p> <p>Show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic.</p> <p>Compromising where necessary to allow all group members to feel valued.</p> <p>Are inventive with their movements individually and in a group with consistent success.</p> <p>Can relate to strength, flexibility and stamina and discuss how to improve these attributes.</p> <p>Reference managing energy levels accordingly and give examples for external factors such as diet, sleep, and hydration.</p> <p>Have shown clear progress from the start of the topic to the end.</p> <p>Provide specific feedback and offer technical guidance to support, without prompt.</p> <p>Are able to apply effective strategies and tactics across different sports.</p> <p>Maintain respect and fair play when an activity is critiqued by a peer and promote respecting the person critiquing.</p> <p>Are an active role model and inspire others to want to achieve.</p> <p>Actively encourage and motivate all in group/team, despite friendships or ability.</p> <p>Keep an activity flowing with a group leader in place, resolving any conflict when needed.</p> <p>Find the positive in every situation.</p> <p>Embrace and welcome change and trying new things.</p> <p>Offer support to opposing players if they</p>

	Consideration for others	Demonstrate respect and fair play by shaking hands and congratulating others after a performance.	Offer support to opposing players if they make a mistake.
	Supporting peers	Show understanding and encouragement when someone makes a mistake.	Demonstrate perseverance and positive attitude if things are not going to plan.
	Taking responsibility	Can discuss and/or demonstrate accountability if or when behaviour does not meet expectations.	Do not blame others for any incidents involving self and others.
	Additional key vocabulary		
	Non-verbal communication	Sending messages using facial expression, dynamic and body language	
	Pattern	Sequences that repeat over and over again	
	Aesthetic	Interesting changes in speed, direction and level for visual purposes	

Year 5

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1						Changing level.	How can you show which level of the rainforest you are representing? How does the canopy differ to the undergrowth or emergent layers? How will your movements differ when working at different levels? How can you vary the movements to be creative? Why transition between levels?
2	✓			✓		Movement demonstrating opposition.	How are you using different body parts? Why do we need to stretch/ warm up these body parts before beginning a choreographed piece? What does it mean to be flexible? Why is flexibility important for dancers? Why do transitions need to be smooth? How can you use dynamics effectively? How have you demonstrated opposing features in your movement?
3	✓	✓	✓	✓		Smooth transitions between movements.	Why do you need to communicate with each other? How can they transition between the states of matter smoothly? Are they using the space well? How are you communicating ideas well? Do they alter pathways and use of level? How are you displaying confidence? Why is confidence a key part of a performance?
4						Using emotion to express meaning in a performance.	How can you use your imagination to create interesting dance moves? Why is creativity a useful skill in dance? How are you utilising your whole body when dancing? How are you showing emotion through your face and movements? How can we express emotion through movement?
5	✓				✓	Using prior learning to choreograph a piece of work.	How do different tactics and techniques add effect to your movement? Why are they used and when should they be used for best impact? How are you being creative with the dance forms and tactics? How will constructive feedback support groups later?
6			✓	✓	✓	Using prior learning to choreograph a piece of work.	Can you remember what you did last time? Did you include isolations, canon, unison, mirroring, travel, pathways, twists, turns and jumps? Why have you chosen these moves? How will you use your whole body as well as parts in isolation? How are you adapting and refining your work? Why is it important to reflect & refine? As you perform is there anything that doesn't work as well as you hoped? Why?
7	✓			✓		Performance & evaluation.	How can you use your body, posture and position to show confidence and emotion in the piece? Why is confidence important when performing? How does it feel presenting to an audience? Does it feel different with a camera? Why is it important to constructively critique your own work?