



Forsbrook Primary School

Dance

Years 2 – 5

Learning Outcomes

National Curriculum - Get Set 4 PE - ROH Create and Dance

2020



National Curriculum 2014	Get set for PE	Create and Dance
Key Stage 1	Year 2	Year 2 – Alice Explorer
	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Physical: Copying and performing actions</li> <li>• Physical: Using dynamics, pathway, expression and speed</li> <li>• Social: Respect</li> <li>• Social: Consideration</li> <li>• Social: Sharing ideas</li> <li>• Social: Decision making with others</li> <li>• Emotional: Acceptance</li> <li>• Emotional: Confidence</li> <li>• Thinking: Selecting and applying actions</li> <li>• Thinking: Counting</li> <li>• Thinking: Observing and providing feedback</li> <li>• Thinking: Creating</li> </ul>	
<p><u>Subject Content:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching,, as well as balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Perform dances using simple movement patterns</li> </ul>	<p><u>Learning Objectives:</u></p> <p>1 THEME: Exploring space and travel</p> <ul style="list-style-type: none"> <li>• To remember, repeat and link actions.</li> <li>• To explore space and simple movement patterns.</li> </ul> <p>2 THEME: Actions and rhythms</p> <ul style="list-style-type: none"> <li>• To create actions and accurately copy other's actions.</li> </ul> <p>3 THEME: The Circus</p> <ul style="list-style-type: none"> <li>• To copy, remember and repeat actions.</li> <li>• To use facial expressions to show different characters.</li> </ul> <p>4 THEME: The Circus</p> <ul style="list-style-type: none"> <li>• To perform in unison.</li> <li>• To create interesting shapes with a partner.</li> </ul>	<p><u>Lesson Outcomes:</u></p> <p>1 GETTING STARTED: DOWN THE RABBIT HOLE</p> <ul style="list-style-type: none"> <li>• To develop movement patterns to create non-contact group work - understanding how we can make positive physical connections with peers.</li> <li>• To explore different movement actions, such as turning, jumping and spiralling.</li> <li>• To understand how we can use space by travelling the movement patterns we devise.</li> <li>• To develop collaborative skills.</li> </ul> <p>2 DEVELOPING MOVEMENTS PATTERNS</p> <ul style="list-style-type: none"> <li>• To understand and explore different dynamics.</li> <li>• To explore different movement actions initiated by various body parts.</li> <li>• To develop movement patterns to create non-contact group work - understanding how we can make positive physical connections with peers.</li> <li>• To develop collaborative skills.</li> </ul>



	<p>5 THEME: Mirrors</p> <ul style="list-style-type: none"> <li>To be able to mirror a partner.</li> <li>To work with a partner to create ideas.</li> </ul> <p>6 THEME: The Rainforest</p> <ul style="list-style-type: none"> <li>To create actions in response to a stimulus.</li> <li>To copy and repeat actions.</li> </ul> <p>7 THEME: The Rainforest</p> <ul style="list-style-type: none"> <li>To copy, create and perform actions in response to the stimulus.</li> <li>To use dynamics in the performance.</li> </ul> <p>8 THEME: The Rainforest</p> <ul style="list-style-type: none"> <li>To create a short dance phrase with a partner showing clear changes of speed.</li> </ul>	<p>3 EXPLORING A CHARACTER</p> <ul style="list-style-type: none"> <li>To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with peers.</li> <li>To explore different ways of creating phrases using body percussion.</li> <li>To improve rhythm and co-ordination.</li> <li>To understand how we can use props to enhance our dance.</li> <li>To develop collaborative skills.</li> </ul> <p>4 WORKING TOGETHER</p> <ul style="list-style-type: none"> <li>To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with peers.</li> <li>To explore the use of gestures and mime to tell stories.</li> <li>To create a unison phrase, working as a team</li> <li>To develop collaborative skills.</li> </ul> <p>5 REHEARSAL AND PERFORMANCE</p> <ul style="list-style-type: none"> <li>To understand how to structure your dance</li> <li>To develop transitions – exits, entrances, travelling and moments of stillness.</li> <li>To develop confidence.</li> <li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li> <li>To develop collaborative skills.</li> <li>To develop performance skills.</li> <li>To perform the dance with an awareness of performance skills and conveying meaning to an audience.</li> </ul>
	<p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> <li>I am beginning to provide feedback using key words</li> <li>I can copy, remember, repeat and create dance phrases.</li> <li>I can describe how my body feels during exercise.</li> <li>I can show a character and idea through the actions and dynamics I choose.</li> </ul>	



	<ul style="list-style-type: none"> <li>• I can use counts to stay in time with the music.</li> <li>• I can work with a partner using mirroring and unison actions.</li> <li>• I show confidence to perform.</li> </ul>	
	<p><u>Curriculum Links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary – <i>expression, pathway, direction, perform, dynamics</i></li> <li>• Listening and following instructions</li> <li>• Expressing ideas through movement</li> <li>• Communicating with a partner</li> </ul> <p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>• Using counts to stay in time with music and a partner</li> <li>• Use of numbers</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Discussing animals, trees, weather and rivers of the rainforest</li> <li>• Discussing how a mirror image works</li> </ul>	<p><u>Curriculum Links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• To explore a classic Lewis Carrol text.</li> <li>• To explore a dramatic event.</li> <li>• To participate in discussions, moments of performance and improvisations.</li> <li>• To consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• <i>You could use specific words in the command game that you wish to take back into the classroom. Having spiralled down the rabbit hole and discussed descriptive words used to embody the experience, this could be taken back into the classroom for a creative writing exercise.</i></li> <li>• <i>Poetry – description of a character and the way they move. Key words used to describe the quality and intention of movement could be transferred into a creative writing task.</i></li> <li>• <i>You could explore simile, metaphor and personification using the characters from The Caucus Race. The Rooster can only be described using words beginning with 'R', for example. To embody in the lesson.</i></li> <li>• <i>Persuasive writing tasks exploring the idea of attending the Mad Hatter's Tea Party.</i></li> <li>• <i>Write a descriptive characterisation of the Mad Hatter that is given to someone else.</i></li> <li>• <i>Persuasive writing account from a character's perspective in the trial of 'who ate the jam tarts?'</i></li> <li>• <i>Write a rule book for the Queen of Heart's court.</i></li> </ul> <p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>• Exploration of time for Year 2 and 3</li> <li>• To understand quarter turns, half turns, full turns. Linking into fractions in Year 2. Standing on a clockface – imagining the directional element</li> <li>• Counting movement phrases.</li> </ul>



		<ul style="list-style-type: none"><li>• <i>The 'eat me' and 'drink me' section could be stimulus for a scale exploration.</i></li></ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"><li>• <i>The 'eat me' and 'drink me' section could be stimulus for a potion exploration.</i></li></ul> <p><b>PE</b></p> <ul style="list-style-type: none"><li>• To master basic movements, as well as developing flexibility, strength, agility, Balance and co-ordination in a range of activities. They will also become familiar with moving to music.</li><li>• To reflect on their own and others performance and demonstrate improvement to achieve their personal best.</li><li>• To create and work towards a performance using simple movement patterns.</li><li>• To be physically active and confident for sustained periods of time.</li></ul> <p><b>PHSE</b></p> <ul style="list-style-type: none"><li>• To work towards shared goals and expressing a range of feelings; acknowledging emotions before, during and after a performance.</li><li>• To understand that practice and perseverance improve performance.</li><li>• To work as a team; respecting each other's views and making choices.</li><li>• To discuss and identify their strengths and areas for improvement, setting high aspirations and goals.</li><li>• To perform publicly</li></ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"><li>• Rhythm and body percussion.</li></ul> <p><b>ART and DT</b></p> <ul style="list-style-type: none"><li>• <i>Making a hat or paper boat that could be used as a hat. Using it in lesson as a prop for a dance.</i></li></ul> <p><b>Cookery</b></p> <ul style="list-style-type: none"><li>• <i>Creating recipes and baking jam tarts.</i></li></ul> <p><b>British Values and History</b></p> <ul style="list-style-type: none"><li>• <i>The Monarchy throughout history.</i></li></ul>
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Key Stage 2	Year 3	Year 3 – Romeo and Juliet Explorer
	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Physical: Using canon, unison, formation, dynamics, pathways, direction</li> <li>• Physical: Copying and performing actions</li> <li>• Social: Sharing ideas</li> <li>• Social: Respect</li> <li>• Social: Inclusion of others</li> <li>• Social: Leadership</li> <li>• Social: Working safely</li> <li>• Emotional: Confidence</li> <li>• Emotional: Acceptance</li> <li>• Thinking: Selecting and applying actions</li> <li>• Thinking: Creating</li> <li>• Thinking: Observing and providing feedback.</li> </ul>	
<p><u>Subject Content:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><u>Learning Objectives.</u></p> <p>1 THEME: Machines</p> <ul style="list-style-type: none"> <li>• To create actions in response to a stimulus and move in unison with a partner.</li> </ul> <p>2 THEME: Machines</p> <ul style="list-style-type: none"> <li>• To create actions to move in contact with a partner or interact with a partner.</li> </ul> <p>3 THEME: Machines</p> <ul style="list-style-type: none"> <li>• To understand how dynamics affect the actions performed.</li> <li>• To be able to select and use actions to represent an idea.</li> </ul> <p>4 THEME: Forces and magnets</p> <ul style="list-style-type: none"> <li>• To work with a partner to choose actions that relate to an idea.</li> </ul>	<p><u>Lesson Outcomes:</u></p> <p>1 GETTING STARTED: ROMEO AND JULIET</p> <ul style="list-style-type: none"> <li>• To understand the aim of the Create and Dance: <i>Romeo and Juliet</i> programme.</li> <li>• To explore the characters of the ballet.</li> <li>• To develop movement patterns to create non-contact group work, understanding how we can make positive physical connections with peers.</li> <li>• To understand the concept of a 'motif' in dance and music.</li> <li>• To develop a character and use movement to embody that character.</li> </ul> <p>2 DEVELOPING MOVEMENT PATTERNS: CONVEYING MOOD</p> <ul style="list-style-type: none"> <li>• To understand and explore different dynamics.</li> <li>• To understand the concept of 'pas de deux' (Step of two = duet)</li> <li>• To explore different movement actions initiated by various body parts.</li> <li>• To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with peers.</li> <li>• To develop collaborative skills.</li> <li>• To explore the concepts of 'True Love' and 'True Loss'.</li> </ul>



	<p>5 THEME: Seasons</p> <ul style="list-style-type: none"> <li>To remember and repeat actions.</li> <li>To use dynamics to clearly show different phrases.</li> </ul> <p>6 THEME: Seasons</p> <ul style="list-style-type: none"> <li>To choose actions which relate to the idea.</li> <li>To use space and timing to make my work look interesting.</li> </ul> <p>7 THEME: Romans</p> <ul style="list-style-type: none"> <li>To understand and use formations.</li> <li>To choose poses which relate to the stimulus.</li> </ul> <p>8 THEME: Romans</p> <ul style="list-style-type: none"> <li>To use transitions and changes of timing to move into and out of shapes.</li> </ul>	<p>3 EXPLORING A THEME: TIME SIGNATURES</p> <ul style="list-style-type: none"> <li>To explore different time signatures – a waltz (3/4) and a march (4/4).</li> <li>To improve musicality, rhythm and co-ordination.</li> </ul> <p>4 WORKING TOGETHER: CREATING HIGHLIGHTS</p> <ul style="list-style-type: none"> <li>To understand how we can create highlights in choreography.</li> <li>To understand how spatial awareness can affect group work.</li> <li>To understand how we can use space by travelling the movement patterns we devise.</li> <li>To develop an awareness of others when travelling in space.</li> <li>To create a unison phrase, working as a team.</li> <li>To understand the concept of canon.</li> <li>To understand the concept of accumulation.</li> <li>To understand the concept of a crescendo.</li> <li>To develop collaborative skills.</li> <li>To develop movement patterns to create non-contact group work – understanding how we can make physical connections with peers.</li> </ul> <p>5 REHEARSAL AND PERFORMANCE: COUNTERPOINT</p> <ul style="list-style-type: none"> <li>To understand the concept of ‘counterpoint’.</li> <li>To understand how to structure your dance.</li> <li>To develop collaborative skills.</li> <li>To develop transitions – exits, entrances, travelling and moments of stillness.</li> <li>To develop confidence.</li> <li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li> <li>To develop performance skills.</li> <li>To perform the dance with an awareness of performance skills and conveying meaning to an audience.</li> </ul>
	<p><u>Assessment criteria:</u></p> <ul style="list-style-type: none"> <li>I am respectful of others when watching them perform.</li> <li>I can provide feedback using key words.</li> <li>I can repeat, remember and perform a dance phrase.</li> </ul>	



	<ul style="list-style-type: none"> <li>• I can use counts to keep in time with a partner and group.</li> <li>• I can use dynamic and expressive qualities in relation to an idea.</li> <li>• I can work with a partner and in a small group, sharing ideas.</li> <li>• I create short dance phrases that communicate the idea.</li> <li>• I understand the benefits of exercise.</li> </ul>	
	<p><u>Curriculum Links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Learning of key vocabulary – <i>stimulus, dynamics, formation, canon, unison, shape, relationships</i></li> <li>• Understand and follow instructions, linking to actions and counts</li> <li>• Communication with a partner and group</li> <li>• Communicating and exploring ideas to create a dance phrase</li> </ul> <p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>• Counting to stay in time with music and a group</li> <li>• Using distances to create accurate formations</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Exploring rhythm</li> <li>• Counting music to create movement</li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Learning about the Romans and expressing this through movement</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Exploring and demonstrating their understanding of magnetic forces through movement</li> <li>• Exploring and demonstrating their understanding of the seasons through movement</li> </ul>	<p><u>Curriculum Links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• To embody narratives, character’s (feelings, thoughts and motives) and plot.</li> <li>• To explore a Shakespeare text.</li> <li>• To explore a dramatic event.</li> <li>• To give well-structured descriptions, explanations and narratives for different purposes.</li> <li>• <i>Poetry – description of a character and the way they move. Key words used to describe the quality and intention of movement could be transferred into a creative writing task.</i></li> <li>• <i>Write a descriptive characterisation of a character from the ballet that is given to someone else to embody in the lesson.</i></li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of motif.</li> <li>• To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Rhythm and body percussion.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• To be physically active and confident for sustained periods of time.</li> <li>• To master basic movements, as well as developing flexibility, strength, agility, balance and co-ordination in a range of activities. They will also become familiar with moving to music.</li> <li>• To reflect on their own and others performance and demonstrate improvement to achieve their personal best.</li> <li>• To create and work towards a performance using simple movement patterns.</li> <li>• To explore space and travel through a sequence of movements.</li> </ul>



		<p><b>PHSE</b></p> <ul style="list-style-type: none"><li>• To works towards shared goals and expressing a range of feelings.</li><li>• To be aware of the physical behaviour of others and respond accordingly.</li><li>• To work as a team, respecting each other's views and making choices.</li><li>• To understand that practice and perseverance improve performance.</li></ul>
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	Year 4	Year 4 – Nutcracker Immersive
	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Physical: Performing a variety of dance actions</li> <li>• Physical: Using canon, unison, formation, dynamics, character, structure, space</li> <li>• Social: Collaboration</li> <li>• Social: Consideration</li> <li>• Social: Inclusion</li> <li>• Social: Respect</li> <li>• Emotional: Empathy</li> <li>• Emotional: Confidence</li> <li>• Thinking: Observing and providing feedback</li> <li>• Thinking: Selecting and applying skills</li> </ul>	
<p><u>Subject Content:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><u>Learning Objectives:</u></p> <p>1 THEME: The Spy</p> <ul style="list-style-type: none"> <li>• To copy and create actions in response to an idea.</li> <li>• To use changes of space to adapt the set material.</li> </ul> <p>2 THEME: The Spy</p> <ul style="list-style-type: none"> <li>• To choose actions which relate to the theme.</li> <li>• To work with a partner to show action and reaction.</li> </ul> <p>3 THEME: States of Matter</p> <ul style="list-style-type: none"> <li>• To use actions, dynamics, spacing and timing to represent a state of matter.</li> </ul> <p>4 THEME: States of Matter</p> <ul style="list-style-type: none"> <li>• To use actions, dynamics, spacing and timing to represent a state of matter.</li> </ul>	<p><u>Lesson Outcomes:</u></p> <p>1 GETTING STARTED</p> <ul style="list-style-type: none"> <li>• To understand the aim of the Create and Dance <i>The Nutcracker</i> programme.</li> <li>• To understand the story of <i>The Nutcracker</i></li> <li>• To understand and explore the chosen theme of your dance.</li> <li>• To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with our peers.</li> <li>• To understand the concept of ‘motif’.</li> <li>• To develop collaborative skills.</li> </ul> <p>2 DEVELOPING MOVEMENT PATTERNS</p> <ul style="list-style-type: none"> <li>• To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with our peers.</li> <li>• To understand the concept of a motif.</li> </ul> <p>3 COMMUNICATING IN CHARACTER</p> <ul style="list-style-type: none"> <li>• To explore the use of gestures and mime to tell stories.</li> <li>• To develop a character and use movement to embody that character.</li> <li>• To explore the characters of the ballet.</li> </ul>



	<p>5 THEME: Superpowers</p> <ul style="list-style-type: none"><li>To remember and repeat actions and create dance ideas in response to a stimulus.</li></ul> <p>6 THEME: Superpowers</p> <ul style="list-style-type: none"><li>To use actions and reaction when creating ideas with a partner</li></ul> <p>7 THEME: A trip to...</p> <ul style="list-style-type: none"><li>To remember, repeat and create actions to represent an idea.</li></ul> <p>8 THEME: A trip to...</p> <ul style="list-style-type: none"><li>To use choreographing ideas to change how actions are performed.</li></ul>	<p>4 DEVELOPING CHARACTER</p> <ul style="list-style-type: none"><li>To understand how special directions (forward, backwards, sideways, up and down) can affect group work.</li><li>To understand how we can use space by travelling the movement patterns we devise.</li><li>To develop an awareness of others when travelling in space.</li></ul> <p>5 WORKING TOGETHER</p> <ul style="list-style-type: none"><li>To create a unison phrase, working as a team.</li><li>To understand how to structure your dance.</li><li>To develop confidence.</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li></ul> <p>6 FIND YOUR SPACE</p> <ul style="list-style-type: none"><li>To understand how to structure your dance.</li><li>To develop transitions -exits, entrances, travelling and moments of stillness.</li></ul> <p>7 ENTRANCES AND EXITS</p> <ul style="list-style-type: none"><li>To develop confidence</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li><li>To develop performance skills.</li></ul> <p>8 CREATING CHOREOGRAPHY</p> <ul style="list-style-type: none"><li>To film and perform their dance as it has developed so far and critically evaluate the material.</li><li>To develop collaborative skills.</li><li>To understand how to structure your dance.</li><li>To develop confidence.</li></ul> <p>9 PERFORMANCE SKILLS</p> <ul style="list-style-type: none"><li>To develop confidence.</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li><li>To develop performance skills.</li></ul>
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		10	<ul style="list-style-type: none"> <li>To perform the dance with an awareness of performance skills and conveying meaning to an audience.</li> </ul> <p>THE GRAND FINALE</p> <ul style="list-style-type: none"> <li>To develop confidence.</li> <li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li> <li>To develop performance skills.</li> <li>To perform the dance with an awareness of performance skills and conveying meaning to an audience.</li> </ul>
	<p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> <li>I can choose actions and dynamics to convey a character or idea.</li> <li>I can copy and remember choreography.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using appropriate language relating to the lesson.</li> <li>I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>I can use changes in timing and spacing to develop a dance.</li> <li>I can use counts to keep in time with others and the music.</li> <li>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>I show respect for others when working as a group and watching others perform.</li> </ul>		
	<p><u>Curriculum Links:</u> <b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>Learning of key vocabulary – stimulus, dynamics, formations, canon, unison, relationships</li> </ul>		<p><u>Curriculum links:</u> <b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>To embody narratives, settings and plot.</li> <li>To embody narratives – form and structure of a story.</li> </ul>



	<ul style="list-style-type: none"><li>• Understand and follow instructions</li><li>• Communication with a partner and group to express an idea</li></ul> <p><b>MATHS</b></p> <ul style="list-style-type: none"><li>• Counting to stay in time with music and a group</li><li>• Using distances to create accurate formations</li></ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"><li>• Exploring rhythm</li><li>• Counting music to create movement</li></ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"><li>• Exploring states of matter and expressing an understanding through movement</li></ul>	<ul style="list-style-type: none"><li>• To consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• To give well-structured descriptions, explanations and narratives for different purposes.</li><li>• To participate in discussions, moments of performance and improvisations.</li><li>• To embody different character's feelings, thoughts and motives.</li><li>• To compare and contrast different settings and atmospheres.</li><li>• To reflect on their performance so far, giving rich and constructive feedback to support others as well as themselves.</li><li>• To rehearse for their presentation and performance, working on the verbal introduction to the piece.</li></ul> <p><b>PE</b></p> <ul style="list-style-type: none"><li>• To master basic movements, as well as developing flexibility, strength, agility, balance and co-ordination in a range of activities. They will also become familiar with moving to music.</li><li>• To reflect on their own and others performance and demonstrate improvement to achieve their personal best.</li><li>• To be physically active and confident for sustained periods of time.</li><li>• To create and work towards a performance and demonstrate improvement to achieve their personal best.</li><li>• To explore space and travel through a sequence of movements.</li><li>• To compare their performance with previous ones and demonstrate improvements to achieve their very best.</li><li>• To create and work towards a performance using simple movement patterns.</li></ul> <p><b>PHSE</b></p> <ul style="list-style-type: none"><li>• To work towards shared goals and expressing a range of feelings.</li><li>• To be aware of the physical behaviour of others and respond accordingly.</li><li>• To understand that practice and perseverance improve performance.</li><li>• To discuss and identify their strengths and areas for improvement, setting high aspirations and goals.</li><li>• To perform publicly, acknowledging emotions before, during and after a performance.</li><li>• To work as a team, respecting each other's views and making choices.</li></ul>
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	Year 5	Year 5 – ( <i>Nutcracker Immersive as a template</i> )
	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Physical: Performing a variety of dance actions</li> <li>• Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</li> <li>• Social: Collaboration</li> <li>• Social: Consideration and awareness of others</li> <li>• Social: Inclusion</li> <li>• Social: Respect</li> <li>• Social: Leadership</li> <li>• Emotional: Empathy</li> <li>• Emotional: Confidence</li> <li>• Thinking: Creating</li> <li>• Thinking: Observing and providing feedback</li> <li>• Thinking: Using feedback to improve</li> <li>• Thinking: Selecting and applying skills</li> </ul>	
<p><u>Subject Content:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><u>Learning Objectives:</u></p> <p>1 THEME: Dance by Chance</p> <ul style="list-style-type: none"> <li>• To create a dance using a random structure and perform the actions showing quality and control.</li> </ul> <p>2 THEME: Dance by Chance</p> <ul style="list-style-type: none"> <li>• To understand how changing the dynamics of an action changes the appearance of the performance.</li> <li>• To provide and use feedback to improve on performance.</li> </ul> <p>3 THEME: Dance by Chance</p> <ul style="list-style-type: none"> <li>• To understand and use relationships and space to change how a performance looks.</li> </ul>	<p><u>Lesson Outcomes:</u></p> <p>1 GETTING STARTED</p> <ul style="list-style-type: none"> <li>• To understand and explore the chosen theme of your dance.</li> <li>• To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with our peers.</li> <li>• To understand the concept of ‘motif’.</li> <li>• To develop collaborative skills.</li> </ul> <p>2 DEVELOPING MOVEMENT PATTERNS</p> <ul style="list-style-type: none"> <li>• To develop movement patterns to create non-contact group work – understanding how we can make positive physical connections with our peers.</li> <li>• To understand the concept of a motif.</li> </ul> <p>3 COMMUNICATING IN CHARACTER</p> <ul style="list-style-type: none"> <li>• To explore the use of gestures and mime to tell stories.</li> <li>• To develop a character and use movement to embody that character.</li> </ul>



	<p>4 THEME: Snapshot</p> <ul style="list-style-type: none"><li>To work with a group to create poses and link them together using transitions.</li></ul> <p>5 THEME: Snapshot</p> <ul style="list-style-type: none"><li>To use choreographing devices when working as a group.</li></ul> <p>6 THEME: Rock 'n' Roll</p> <ul style="list-style-type: none"><li>To copy and repeat movements in the style of Rock 'n' Roll.</li></ul> <p>7 THEME: Rock 'n' Roll</p> <ul style="list-style-type: none"><li>To work with a partner to copy and repeat actions and keeping in time with the music.</li></ul> <p>8 THEME: Rock 'n' Roll</p> <ul style="list-style-type: none"><li>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</li></ul>	<p>4 DEVELOPING CHARACTER</p> <ul style="list-style-type: none"><li>To understand how special directions (forward, backwards, sideways, up and down) can affect group work.</li><li>To understand how we can use space by travelling the movement patterns we devise.</li><li>To develop an awareness of others when travelling in space.</li></ul> <p>5 WORKING TOGETHER</p> <ul style="list-style-type: none"><li>To create a unison phrase, working as a team.</li><li>To understand how to structure your dance.</li><li>To develop confidence.</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li></ul> <p>6 FIND YOUR SPACE</p> <ul style="list-style-type: none"><li>To understand how to structure your dance.</li><li>To develop transitions -exits, entrances, travelling and moments of stillness.</li></ul> <p>7 ENTRANCES AND EXITS</p> <ul style="list-style-type: none"><li>To develop confidence</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li><li>To develop performance skills.</li></ul> <p>8 CREATING CHOREOGRAPHY</p> <ul style="list-style-type: none"><li>To film and perform their dance as it has developed so far and critically evaluate the material.</li><li>To develop collaborative skills.</li><li>To understand how to structure your dance.</li><li>To develop confidence.</li></ul> <p>9 PERFORMANCE SKILLS</p> <ul style="list-style-type: none"><li>To develop confidence.</li><li>To rehearse and refine the dance – understanding the importance of repetition in the rehearsal process.</li><li>To develop performance skills.</li></ul>
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	<p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> <li>• I can accurately copy and repeat set choreography.</li> <li>• I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>• I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can lead a group through short warm-up routines.</li> <li>• I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> <li>• I can suggest ways to improve my own and other people’s work using key terminology.</li> <li>• I can use counts when choreographing to stay in time with others and the music.</li> <li>• I can use feedback provided to improve my work.</li> </ul>		



	<p><u>Curriculum Links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"><li>• Learning of key vocabulary – stimulus, dynamics, formations, unison, relationship, phrase</li><li>• Understand and follow instructions</li><li>• Communication with a partner and group to express an idea</li><li>• Forming opinions and structuring verbal feedback</li></ul> <p><b>MATHS</b></p> <ul style="list-style-type: none"><li>• Counting to stay in time with music and a group</li><li>• Using distances to create accurate formations</li></ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"><li>• Expressing an understanding of rhythm through movement</li><li>• Counting music to create movement</li></ul>	<p><u>Curriculum links:</u></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"><li>• To embody narratives, settings and plot.</li><li>• To embody narratives – form and structure of a story.</li><li>• To consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• To give well-structured descriptions, explanations and narratives for different purposes.</li><li>• To participate in discussions, moments of performance and improvisations.</li><li>• To embody different character’s feelings, thoughts and motives.</li><li>• To compare and contrast different settings and atmospheres.</li><li>• To reflect on their performance so far, giving rich and constructive feedback to support others as well as themselves.</li><li>• To rehearse for their presentation and performance, working on the verbal introduction to the piece.</li></ul> <p><b>PE</b></p> <ul style="list-style-type: none"><li>• To master basic movements, as well as developing flexibility, strength, agility, balance and co-ordination in a range of activities. They will also become familiar with moving to music.</li><li>• To reflect on their own and others performance and demonstrate improvement to achieve their personal best.</li><li>• To be physically active and confident for sustained periods of time.</li><li>• To create and work towards a performance and demonstrate improvement to achieve their personal best.</li><li>• To explore space and travel through a sequence of movements.</li><li>• To compare their performance with previous ones and demonstrate improvements to achieve their very best.</li><li>• To create and work towards a performance using simple movement patterns.</li></ul> <p><b>PHSE</b></p> <ul style="list-style-type: none"><li>• To work towards shared goals and expressing a range of feelings.</li><li>• To be aware of the physical behaviour of others and respond accordingly.</li><li>• To understand that practice and perseverance improve performance.</li><li>• To discuss and identify their strengths and areas for improvement, setting high aspirations and goals.</li></ul>
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