

The Craylands School KS1 Long term subject: Dance

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> ▪ perform dances using simple movement patterns. 		Knowledge <ul style="list-style-type: none"> ▪ lead healthy, active lives. 	
		Term 1	
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.		
Year 1 Term 1	Dance- streamers, conkers, playing with a ball		
Link to prior learning			
Vocabulary	Fluttering Soaring Bouncing Hopping Skipping Spike Explode Sink spin		
Learning objectives	Context	Skills	Knowledge
To move with a streamer	How can we move with these streamers? What shapes can we make with them?		
To travel in different ways	How can we travel around the room with our streamer?		
To respond to a stimulus	How can we make spiky shapes with our bodies like a conker?	<ul style="list-style-type: none"> • To choose appropriate movements to express dance ideas • To make spiky shapes with the body • To respond to stimuli 	<ul style="list-style-type: none"> • Can they understand body shapes for descriptions?

To tell a story through movements	How can we use movements to show a conker falling from a tree?	<ul style="list-style-type: none"> To choose appropriate movements to express dance ideas 	
To represent an object with the body	How can we represent a ball with our bodies?	<ul style="list-style-type: none"> To choose appropriate movements to express dance ideas To make rounded shapes with the body 	<ul style="list-style-type: none"> Can they understand body shapes for descriptions?
To make a dance	How can we create a dance based on a ball moving?	<ul style="list-style-type: none"> To choose appropriate movements to express dance ideas 	
Year 2 Term 2	Mechanical progress		
Link to prior learning	Year 1 term 1		
Vocabulary	Turning Spinning Winding up Pathway Marching Cogs Pendulum machines		
Learning Objectives	Context	Skills	Knowledge
To turn and spin	What parts of the body can you turn and spin on?	<ul style="list-style-type: none"> To perform dance actions with greater control 	<ul style="list-style-type: none"> Can they consider movements of machinery and how these can be represented by the body? Can they consider ways to improve movements?
To travel along different pathways	What are the different ways we can travel? What pathways can we travel along?	<ul style="list-style-type: none"> To perform dance actions with greater control 	
To create movements to a stimulus	How can we represent a pendulum? How can we represent pistons?	<ul style="list-style-type: none"> To perform dance actions with greater control 	
To link movements	What actions will you join together? How can we link from one movement to another?	<ul style="list-style-type: none"> To create and link dance phrases 	

To work with a partner	Can you remember the dance created from the previous session? What changes can you make? How can you work together?	<ul style="list-style-type: none"> To improvise freely translating ideas into movements To describe and evaluate how they may improve their dances 	
To follow a dance pattern	How can we practise the clock dance? What improvements can we make?	<ul style="list-style-type: none"> To perform dances with an awareness of rhythmic, dynamic and expressive qualities 	
Year 2 Term 5	English country dances		
Link to prior learning	Year 1 term 1 Year 2 term 2		
Vocabulary	Beat clap phrase bar rhythm clockwise anti-clockwise		
Learning objectives	Context	Skills	Knowledge
To follow instructions for a dance x 5	<p>What movements are involved in this dance?</p> <p>Can we put them in the right order?</p> <p>Can we move to the beat of the music?</p>	<ul style="list-style-type: none"> To copy and perform simple movements To understand dance plays an important part in culture To recognise dances have changed through history To change and vary their actions 	<ul style="list-style-type: none"> Can they recognise changes in the body when they are dancing? Are they able to make links between dances and history?

The Craylands School KS2 Long term subject: Dance

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Knowledge lead healthy, active lives.	
Year 3 Term 1	Dance – The Eagle and the Fish		
Link to prior learning	Year 2 term 4		
Vocabulary	Glide	Soar	Spiral Motif Pattern Contrasting Pathway Winding/curving
Learning objectives	Context	Skills	Knowledge
To respond to words	How would you move to represent the following words?	<ul style="list-style-type: none"> • To use story as a stimulus to dance 	Can they consider appropriate movements for images they see?
To improvise movements	How could you move to represent an eagle? How about the fish?	<ul style="list-style-type: none"> • To interpret images into appropriate movements 	
To create motifs	What movements for the eagle and fish can we use to the music?		

To travel in different ways	How can we travel differently around the room? What levels should we use for the fish and eagle?		
To structure a dance	What are the different parts to our dance?	<ul style="list-style-type: none"> To create and structure a whole simple dance 	
To end a dance	How can we end our dance?		
Year 4 Term 2	Dance - Volcanoes		
Link to prior learning	Year 1 term 1 Year 2 term 2 Year 3 term 1		
Vocabulary	Eruption Sparks	Bubbling	Spreading/sweeping Engulfing solidifying
Learning objectives	Context	Skills	Knowledge
To respond to a stimulus	How can we represent a volcano erupting?	<ul style="list-style-type: none"> To respond to a range of stimuli To begin to use basic compositional principles To demonstrate competence in actions 	Can they explain how they could improve their dancing further?
To respond to a stimulus	How can we represent the travel of lava?	<ul style="list-style-type: none"> To respond to a range of stimuli To begin to use basic compositional principles To demonstrate competence in actions 	
To work with others	How can we move around each other?	<ul style="list-style-type: none"> To explore, improve and plan dance in groups 	

To interpret through movements	How can we represent the ending of the lava's journey?		
To move with a partner	How can we move towards and wrap ourselves around a partner?	<ul style="list-style-type: none"> To explore, improve and plan dance in groups 	
To perform a whole dance	How can we put together all the different elements?	<ul style="list-style-type: none"> To practise dance in order to improve. 	
Year 4 Term 6	Dance – Electricity		
Links to prior learning	Year 2 term 2 Year 3 term 1 Year 4 term 2		
Vocabulary			
Learning objectives	Context	Skills	Knowledge
To represent a diagram through movements	How can we represent these circuit diagrams through movement?	To compose using a range of new devices	
To replicate other's movements	How can we copy each other's actions?	To interpret and comment on other's work To work in small groups	Can they explain what they are looking for when they are observing others?
To use extended body shapes	How can we represent switches in an electrical circuit?	To compose using a range of new devices	
To explore methods of travel	How can we use jumps to represent electricity in a circuit?	To compose using a range of new devices	
To work in small groups	How can we represent words associated in the travel of electricity with each other?	To compose using a range of new devices To work in small groups	

To compose a dance	How can we combine all the movements and phrases created?	To interpret and comment on other's work	Can they explain what they are looking for when they are observing others?
Year 5 Term 1	Dance – City Life		
Link to prior learning	Year 2 term 2 Year 3 term 1 Year 4 term 2		
Vocabulary	Travelling Tube train Graffiti Tags sequences		
Learning objectives	Context	Skills	Knowledge
To move to a rhythm	How can we move in different directions, keeping to a beat?	<ul style="list-style-type: none"> To respond to a range of stimuli and accompaniment To perform with expression to convey moods and feelings 	Can they understand what dynamics are?
To move as an ensemble	How can we work together at once to form queues?	<ul style="list-style-type: none"> To perform with expression to convey moods and feelings 	
To respond to a stimulus	How can we use our bodies to represent graffiti?	<ul style="list-style-type: none"> To develop movement phrases and simple motifs 	
To represent with the body	How can we use our bodies to create letters and words?	<ul style="list-style-type: none"> To develop movement phrases and simple motifs 	
To join parts of a dance together	How can we join what we have created together?	<ul style="list-style-type: none"> To practise dance in order to refine quality To demonstrate competence in actions and dynamics 	
To refine a dance	What changes can we make to our dance to improve it for the better?	<ul style="list-style-type: none"> To practise dance in order to refine quality 	

		<ul style="list-style-type: none"> To demonstrate competence in actions and dynamics 	
Year 6 Term 2	Dance - Rainforests		
Link to prior learning	Year 2 term 4 Year 3 term 2&4 Year 4 terms 2&4 Year 5 term 2 & 4		
Vocabulary	Harmony Interdependent Chopping Bulldozers Clearing Trees growing Harmony Dragging Scooping regenerate		
Learning objectives	Context	Skills	Knowledge
To create movement phrases based on a stimulus	How can we create a movement phrase for these animals?	<ul style="list-style-type: none"> To perform with expression and show clear understanding of the dance 	<ul style="list-style-type: none"> Can they understand how dances can be improved? Can they recognise how dancing impact health?
To use interdependent movements with a partner	How can we use each other through counter tension in our movements?	<ul style="list-style-type: none"> To create and structure motifs, phrases, sections and whole dances. 	
To move in unison	How can we perform an action at the same time as a partner?	<ul style="list-style-type: none"> To explore, improvise and combine movement ideas fluently and effectively 	
To move as an ensemble	How can we move together to convey a power of strength?	<ul style="list-style-type: none"> To explore, improvise and combine movement ideas fluently and effectively 	
To vary speed and fluidity	How can we move slowly and carefully?	<ul style="list-style-type: none"> To explore, improvise and combine movement ideas fluently and effectively 	

To perform a whole dance	How can we combine the different elements of the dance to perform as a whole?	To evaluate, refine and develop own and others work.	
Year 6 Term 6	Dance – English country dancing		
Links to prior learning	Year 2 term 5		
Vocabulary			
Learning objectives	Context	Skills	Knowledge
To follow the patterns of a dance x 6	What are the movements for this country dance song?	<ul style="list-style-type: none"> • To perform set dances with control and expression • To understand that dances reflect cultural and historical contexts • To compose within given rhythmic and spatial structures • To work in smaller and larger groups to develop movements 	Can they relate the dances performed to the period of history studied?