

Dance Exemplification

Key stage 1

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.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum Objective	Timing, Dynamics & Rhythm	Use of Space	Group Work	Dance Routines & Actions	Evaluation
Become increasingly confident and competent	X	X	X	X	X
Compete Against themselves					X
Compete against others			X	X	X
Master Basic movements:					
Running					
Jumping	X	X	X	X	X
Throwing					
Catching					
Develop:					
Agility	X	X	X	X	X
Balance	X	X	X	X	X
Coordination	X	X	X	X	X
Participate in Team Games					
Develop simple tactics for attacking and defending.					
Perform Dances	X	X	X	X	X
Learn simple dance patterns	X	X	X	X	X
National Curriculum Objective	Sport Specific Skills	Attacking vs Defending	Competing & Performing	Dance Routines & Actions	Evaluation
Communicate, collaborate and Compete against others	X	X	X	X	X

Dance Exemplification

Pupils should be taught to use in combination and isolation:					
Running					
Jumping	X	X	X	X	X
Throwing					
Catching					
Plat competitive games such as:					
Basketball, Cricket, Football, Hockey, Netball, Rounder's and Tennis					
Apply Basic Techniques for Attacking and Defending					
Develop Flexibility, Strength, Control and Balance	X	X	X	X	X
Perform Dances Using a Range of Movement Patterns	X	X	X	X	X
Take Part in Outdoor and Adventurous Activity Challenges:					
Individually					
As Part of a Team					
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X	X

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timing , Dynamics & Rhythm	Can move arms and legs spontaneously to music	Move spontaneously to music showing some control and co-ordination	Control actions to move in time with familiar music	Dynamics- can explore using different speeds	Dynamics - Begin to show expression and energy in movement to convey the style of music	Dynamics - can use different speeds, energy and force of actions to match the music.	
	Can count a beat of 8	Choose and hold 2 shapes to perform in a count of 8	Can perform a movement on every 2 nd beat in a count of 8	Control actions to move in time with a variety of pieces of music	Perform an action on every beat	Can match specific dance moves to the rhythm of a piece of music	

Dance Exemplification

Use of Space	Can stay in a space when performing	Aware of other groups performing in the same space	Can move around the stage without being a hindrance to other groups	Can move around the whole stage during a performance	Can move around the whole stage during a performance	Can use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.	
	Can find space without colliding with another child	Can add a change of direction to a dance	Can explore performing actions at different heights	Can travel around the stage in different directions	Can vary height of actions in a performance	Can alter the height, direction and body shape to enhance the story telling of the dance	
Group Work	Can dance/ improvise solo	Begin to interact as a duo (e.g. holding hands, swapping places, meeting and parting)	Begin to interact as a solo/duo/whole group/ mirroring	Interact as a solo/duo /whole group/mirroring/ unison	Interact as a solo/duo /whole group/mirroring/ unison/ canon	Interact as a solo/duo/ trio /whole group/mirroring/ unison/canon/ contrast	Can Interact as a solo/duo/ trio /whole group/mirroring/ unison/canon/ contrast within a whole class performance
Dance Routines & Actions	<i>Can join together different movements</i>	Create a routine of at least 5 actions	Create a routine of at least 10 actions	Create a routine lasting up to 1 minute	Create a routine lasting up to 2 minutes	Create a routine lasting the length of a piece of music	
	<i>Can copy a movement shown by an adult</i>	Can think of own actions to perform in a dance routine	Can think of a starting and ending pose to frame a dance sequence	Can interpret the emotion of a piece of music	Can portray the emotion of the music by changing body shape/size of actions	Can create a dance routine that tells a story to the audience, using flexibility, strength, control, and balance	
	<i>Travel rhythmically on feet e.g. skipping or hopping</i>	Begin to perform basic movements: turns, travel (forwards, backwards, side to side)	Use twists, jumps , turns, jumps, travel (forwards, backwards, side to side)	Can use stretches twists, turns, jumps, travel	Can use stillness , stretches twists, turns, jumps, travel	Can use slides , stillness, stretches twists, turns, jumps and travel	Can use slides, stillness, stretches twists, turns, jumps, travel and gestures
Evaluation	Can talk about what they have done	Can begin to say how they can improve	Appreciate watching a partner's dance and suggest how to improve it	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	-----	--------	--------	--------	--------	--------	--------

Dance Exemplification




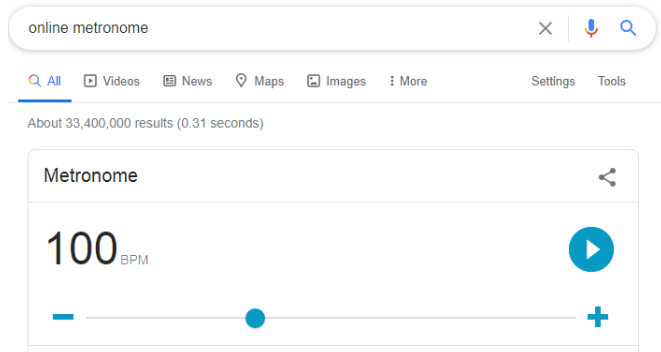
Timing, Dynamics & Rhythm	Hold a position for a count of 8	Choose and hold 2 shapes to perform in a count of 8	Can perform a movement on every 2 nd beat in a count of 8	Dynamics - can explore different speeds	Dynamics - Begin to show expression and energy in movement to convey the style of music	Dynamics - can use different speeds, energy and force of actions to match the music.	
Use of Space	Can find space without colliding with another child	Can add a change of direction to a dance	Can explore performing actions at different heights	Can travel around the stage in different directions	Can vary height of actions in a performance	Can use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.	
						Can alter the height, direction and body shape to enhance the story telling of the dance	
Group Work	Can dance <i>solo</i>	Begin to interact as a <i>duo</i> (e.g. holding hands, swapping places, meeting and parting)	Begin to interact as a solo/duo/whole group/ <i>mirroring</i>	Interact as in <i>unison</i>	Interact in <i>canon</i>	Interact as a <i>contrast</i>	Can Interact as a solo/duo/ <i>trio</i> /whole group/ <i>mirroring</i> / unison/ <i>canon</i> / <i>contrast within a whole class performance</i>
Dance Routines & Actions	Can copy a movement shown by an adult	Begin to perform basic movements: turns, travel (forwards, backwards, side to side)	Use twists , turns, jumps , travel (forwards, backwards, side to side)	Can portray the emotion of the music by changing body shape/size of actions	Can portray the emotion of the music by changing body shape/size of actions	Can use slides , stillness, stretches twists, turns, jumps and travel	Can use slides, stillness, stretches twists, turns, jumps, travel and gestures
				Can use stretches twists, turns, jumps, travel	Can use stillness , stretches twists, turns, jumps, travel		
Evaluation	Can talk about what they have done	Can begin to say how they can improve	Appreciate watching a partner's dance and suggest how to improve it	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

FS2	Objective	Tier 2 Vocab	Tier 3 Vocab	<u>Example</u>
Timing,	WALT		Dance Freely Music	Like a school disco or Christmas part – can children move along to music in their own way?
	<i>Dance spontaneously to music</i>			
	Prior Knowledge			


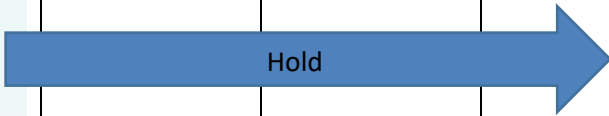

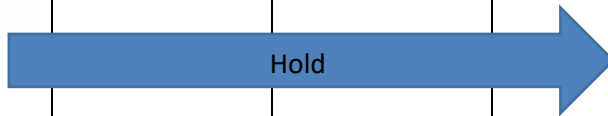

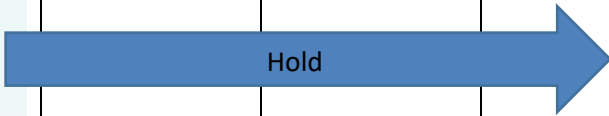

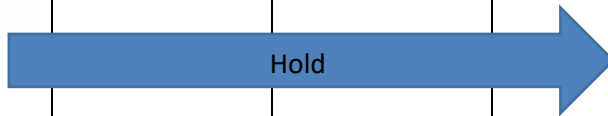

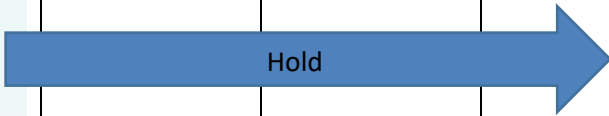

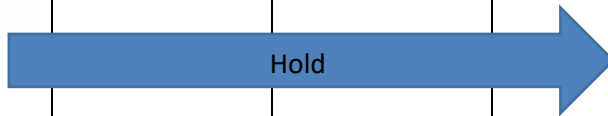

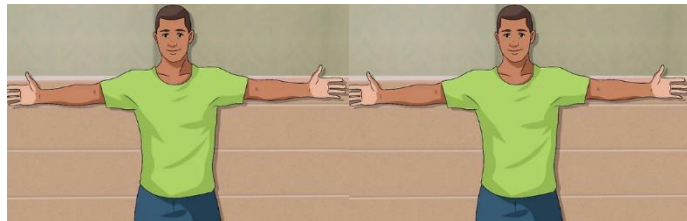
Dance Exemplification

Rhythm, Dynamics	How Knowledge is progressive				
	WALT		Count of 8 Rhythm	Children are learning to count a beat of 8 to help them keep a rhythm.	<div><div>online metronome</div><div><div>AllVideosNewsMapsImagesMore</div><div>About 33,400,000 results (0.31 seconds)</div><div><div>Metronome</div><div>100BPM</div><div><div></div><div></div><div></div></div></div></div></div>
	Count a beat of 8				
	Prior Knowledge				
How Knowledge is progressive			Put the count of 8 up for children to see and point with the metronome in the background. Can children keep count when the metronome is faster/ slower?		
Use of Space	WALT		Dance Perform Space Safe	While children are dancing can they understand they need to stay in one space to avoid bumping into other children? For example whilst doing a Jump Start Jonny dance children to stay in a space instead of moving around the hall. If children are struggling, use cones are a large hoop to mark out a zone	<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>





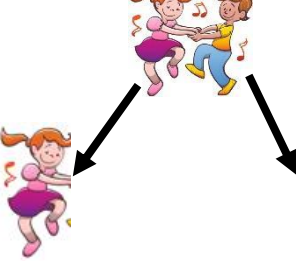
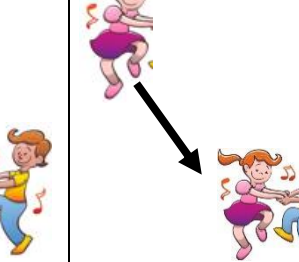
Dance Exemplification

nes & Act ion s				Children are thinking of their own dance moves or copying examples they can see an adult/video perform. They are using moves in combination, moving from one action to the next.									
	WALT		Copy Movement	Children to practise dance moves shown by an adult. -This can be a class teacher or adult showing a dance move. or -This could be through a dance video such as Jump Start Jonny or Just Dance for Kids.	 								
	Copy a movement shown by an adult												
	Prior Knowledge												
	How Knowledge is progressive												
	WALT		Skip Hop March Beat of 8 Rhythm	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr></table> Children to count the beat of 8 by using a skipping/marching/hopping action with alternating legs on each beat. Can they perform actions rhythmically as the tempo changes?	1	2	3	4	5	6	7	8	
	1				2	3	4	5	6	7	8		
	Travel rhythmically on feet e.g. skipping or hopping												
Prior Knowledge													
Children can keep a count of 8													
How Knowledge is progressive													
Children are learning to perform simple travelling actions rhythmically													
Eva lua tio n	WALT			Children to discuss ideas, what did they do well in the session? Ideas – keep going even though they were tired, followed the rules, stayed in the correct space									
	Talk about what they did well												
	Prior Knowledge												
	How Knowledge is progressive												

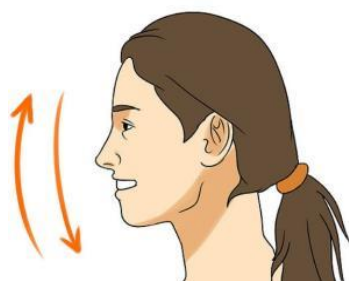




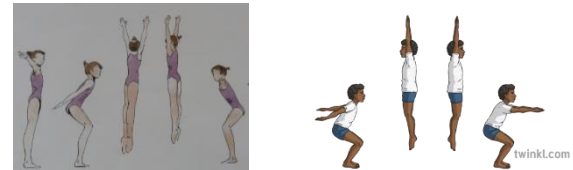
Dance Exemplification

Year 1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example																								
Timing, Rhythm, Dynamics	WALT		Dance Freely Control	With music on can children move to the music using specific arm and leg movements instead of flailing limbs. This can be a warm up to each session. https://www.youtube.com/watch?v=tMm0ZaxdM9A (15.00 onwards)																								
	Move spontaneously to music with some coordination and control																											
	Prior Knowledge																											
	Children have learned to dance spontaneously																											
	How Knowledge is progressive																											
	Children are learning to move with more control																											
	WALT		Count of 8 Rhythm Beat Action	Children are learning to keep the count of 8 and think of an action to put onto 2 of the counts. Use the metronome count to help keep the beat while children count.																								
	Choose and hold 2 shapes to perform in a count of 8																											
	Prior Knowledge																											
	Children have learned to keep a count of 8 and to perform action rhythmically																											
	How Knowledge is progressive																											
	Children are learning to put movements on the count of 8																											
				<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td colspan="3"></td><td></td><td colspan="3"></td><td></td></tr></table>								1	2	3	4	5	6	7	8									
1	2	3	4	5	6	7	8																					
																												
Use of Space	WALT		Safety Space Groups Arms Length	Children to identify space for their group to work in (duo) First this may need adults to line children up in certain spaces or mark out a grid using cones to show children a square space to work in. <div></div> <div>Children to begin to learn to stand at least at arm's length apart.</div>																								
	Be aware of other groups performing in the same space																											
	Prior Knowledge																											
	Children have learned to find space without colliding with another child																											
	How Knowledge is progressive																											
	Children are learning to perform a dance in a group without getting in the way of another group																											
	WALT		Change Direction Travel	Teach children that they can add travel to their dance. This means that they can move in a direction. travel (forwards, backwards, side to side). For example they may add movements forwards and backwards to a sequence.																								
	Add a change of direction to a dance																											
	Prior Knowledge																											
	Children have learned to stand in a space when dancing																											
	How Knowledge is progressive																											
	Children are learning to add travel into a dance																											

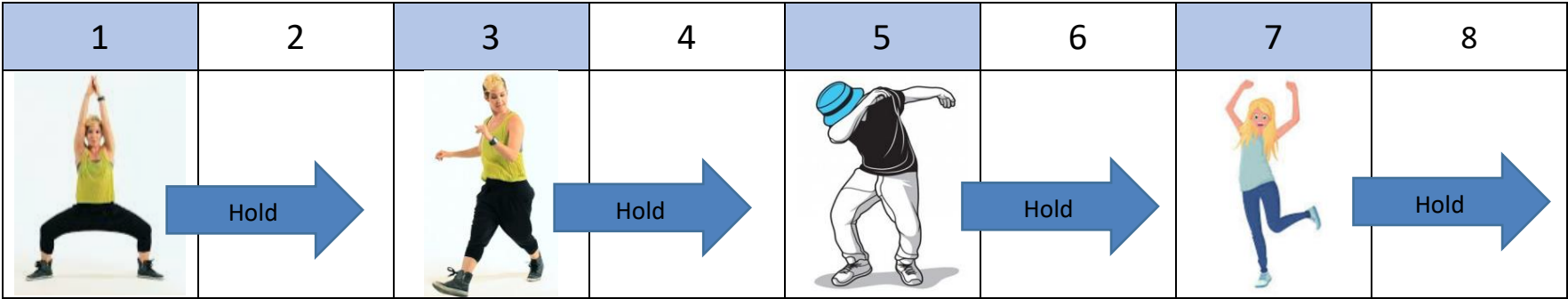
Dance Exemplification

				<div><div></div><div>Hold</div><div></div><div>Hold</div></div>								
Group Work	WALT		Duo	Teach children that a duo means with a partner. They are going to perform as a Duo (e.g. holding hands, swapping places, parting and meeting) Children can then include these in their dance sequence if they wish.	Holding Hands		Swapping Places		Parting		Meeting	
	Interact as a duo		Partner									
	Prior Knowledge		Holding Hands									
	Children have learned to dance solo		Swap Places									
	How Knowledge is progressive		Part									
	Children are learning to perform a dance as a duo		Meet									
Dance Routines & Actions	WALT		Routine	Children to create a sequence of at least 5 actions using 2 actions in a count of 8, interactions as a duo and a change of direction.								
	Create a routine of at least 5 actions		Actions									
	Prior Knowledge		Hold									
	Children have learned to combine movements together		Count of 8									
	How Knowledge is progressive											
	Children are learning to make a short dance routine of at least 5 actions											
WALT		Head	Children are to think of the actions they could perform. Actions can be broken down into body parts to help children think of			Arms		Hips		Legs		
Think of own actions to perform in a dance routine		Arms										
Prior Knowledge		Hips										
Children have learned to copy movements of an adult.		Legs										
		Movements										









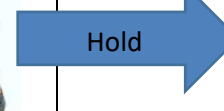







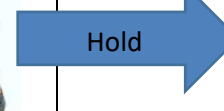







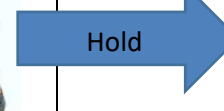




Dance Exemplification

	How Knowledge is progressive		Actions	ideas, or whole body if children are confident. These are examples and not expected.	Head				
	<i>Children are learning to think of their own ideas to create movements</i>								
					Nodding	Waving Arms	Shaking Hips	Steps/Kicks	
	WALT				Children are learning the different variations of 'movements'. These movements can be used to create their own dance sequences.	Travel		Turns	
	<i>Perform basic movements: turns, travel (forwards, backwards, side to side)</i>					-Rhythmically marching, hopping, skipping, stepping. -Forward, backwards, left and right		-Full turn, half turn	
	Prior Knowledge								
<i>Children have learned to march/hop/skip rhythmically</i>									
How Knowledge is progressive	Partner	Observe Perform Successful	Children can observe a partner performing an action (catching, throwing, dribbling) and can comment on how successful partner was and how they can improve. For Example:						
<i>Children are learning other basic movements</i>									
WALT									
<i>Can suggest how a partner could improve</i>									
Prior Knowledge									
<i>Children have been taught to look for space large enough to perform</i>									
How Knowledge is progressive									
<i>Children are learning how to maximise the use of space around others.</i>									







Dance Exemplification

Year 2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Timing, Rhythm, Dynamics	WALT		Dance Freely Count of 8	<p>Adult to choose a piece of music for children to dance to. Find the beat with children – use the online metronome to help. Children to dance freely using the beat to guide the timing of their actions.</p> <p>This could be used as a warm up to start each lesson including new WALTs as they are taught as AfL.</p> <p>https://www.youtube.com/watch?v=tMm0ZaxdM9A (15.00 onwards)</p>
	<i>Control actions to move in time with familiar music</i>			
	Prior Knowledge			
	<i>Children have learned to dance spontaneously to music and to count a beat of 8</i>			
	How Knowledge is progressive			
	<i>Children are learning to dance freely to the beat of music</i>			
	WALT		Count of 8 Rhythm Beat Action	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div></div> <div></div> <p>Children are learning to keep the count of 8 and think of an action to put onto 2 of the counts. Use the metronome count to help keep the beat while children count.</p>
	<i>Perform a movement on every 2nd beat in a count of 8</i>			
	Prior Knowledge			
	<i>Children have learned to perform an action on 2 of the beats</i>			
	How Knowledge is progressive			
	<i>Children are performing 2 more actions in a count of 8 on alternating beats.</i>			
Use of Space	WALT		Space Hindrance Stage Groups	<p>Children to use cones to mark out their area they are learning to dance in. This will show them if another group is close by and to be aware of them performing.</p>
	<i>Move around the stage without being a hindrance to other groups</i>			
	Prior Knowledge			
	<i>Children have learned to avoid other children when dancing</i>			


Dance Exemplification

	How Knowledge is progressive	Different	Perform Actions Heights Low Middle High	Children are learning to dance at different heights. Low – Dancing low to the ground, lay down or crouched Middle – Standing straight at a normal height. High – Jumping in the air or with arms stretched above the body.	  																							
	Children are learning to dance in a space without affecting other groups																											
	WALT																											
	Explore performing actions at different heights																											
	Prior Knowledge																											
	Children have learned to add a change of direction to a dance																											
How Knowledge is progressive	Children are learning to add a change of height in performance																											
Group Work	WALT		Mirror Actions Same time Side by Side Facing	Teach children that mirror means they both do the same actions at exactly the same time. Children can mirror dance moves by: -Facing each other -Standing side by side https://www.youtube.com/watch?v=rtD7URCUgGE	  Facing Each Other Side by Side																							
	Interact as a duo mirroring																											
	Prior Knowledge																											
	Children have learned to perform as a duo by swapping places, meeting/parting and holding hands																											
	How Knowledge is progressive																											
	Children are learning to mirror their partners actions																											
Dance Routines & Actions	WALT		Routine Actions Hold Count of 8 Duo Mirroring Different Heights Repeat Starting Pose Finishing Pose	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Children to create a sequence of at least 10 actions using 4 actions in a count of 8, interactions as a duo mirroring and a change of heights. Use the metronome count to help keep the beat while children count. <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr></table>	1	2	3	4	5	6	7	8									1	2	3	4	5	6	7	8
	1				2	3	4	5	6	7	8																	
																												
	1				2	3	4	5	6	7	8																	
	Create a routine of at least 10 actions																											
	Prior Knowledge																											
Children have learned to create a dance routine of at least 5 actions																												
How Knowledge is progressive																												
Children are learning to create a longer dance using more of the skills they have learned																												

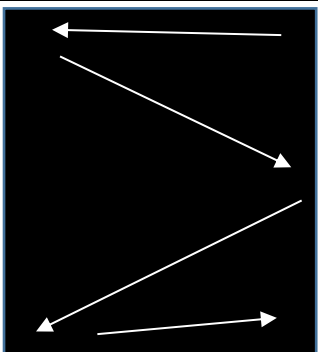
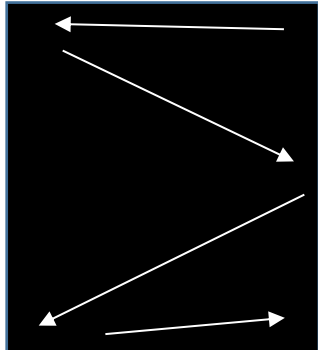


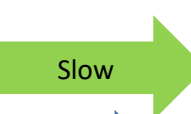











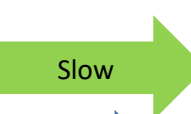











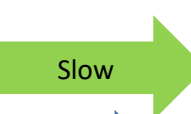










Dance Exemplification

						
Eva lua tio n	WALT <i>Think of a starting and ending pose to frame a dance sequence</i>	Hold Static Starting Pose Finishing Pose	For Example			
	Prior Knowledge <i>Children have learned to think of their own actions</i>		Children are learning to hold a static starting pose before a dance starts using their own ideas.		Starting Pose	
	How Knowledge is progressive <i>Children are learning to think of their own starting and finishing poses</i>		Children are learning to hold a static finishing pose at the end of a dance to show it has finished.		Finishing Pose	
	WALT <i>Use twists, jumps, turns, jumps, travel (forwards, backwards, side to side)</i>		New Learning	Twists -Twisting legs, hips, arm and legs 	Jumps Adds height to a performance -Straight jump, jumping jack For example 	
	Prior Knowledge <i>Children have been taught to look for space large enough to perform</i>			Travel -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)		
	How Knowledge is progressive <i>Children are learning how to maximise the use of space around others.</i>		Previous learning		Turns -Full turn -Half turn	
	WALT <i>Can suggest how a partner could improve</i>	Partner	Observe Perform Successful	Children can observe a partner performing a dance and can comment on how successful partner was and how they can improve.		
	Prior Knowledge <i>Children have been taught to look for space large enough to perform</i>			For Example:		
	How Knowledge is progressive <i>Children are learning how to maximise the use of space around others.</i>			<div>Q - Was your partner's dance a good one? What could they do to improve?</div> <div>A - Their dance was good, but it could have been better if they used a change of height.</div>		

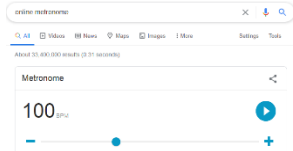


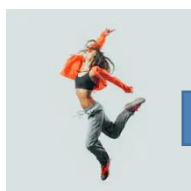
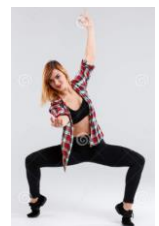



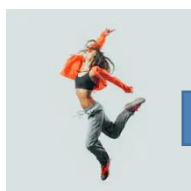
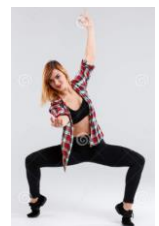


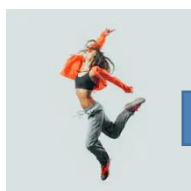
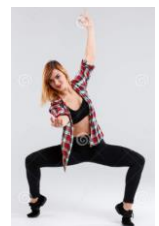

Dance Exemplification

Year 3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Timing, Rhythm, Dynamics	WALT		Dance Freely Count of 8	<p>Adult to choose a piece of music for children to dance to. Find the beat with children – use the online metronome to help. Children to dance freely using the beat to guide the timing of their actions.</p> <p>This could be used as a warm up to start each lesson including new WALTs as they are taught as AfL.</p> <p>https://www.youtube.com/watch?v=tMm0ZaxdM9A (15.00 onwards)</p>
	<i>Control actions to move in time with a variety of pieces of music</i>			
	Prior Knowledge			
	<i>Children have learned to control movements in time with a beat</i>			
	How Knowledge is progressive			
	<i>Children are learning to dance in time with different pieces of music</i>			
	WALT		Dynamics Slow Fast Action Slowly Quickly	<p>Children are going to try and vary the dynamics of their actions when dancing.</p> <p>Dynamics = Slow  Fast</p> <p>This could be performing whole movements slow or fast or Changing the dynamics of a movement (Starting slow and getting faster/Starting fast and getting slower)</p> <p>A/R - As a class practice changing the dynamics of isolated dance movements. P/A - Then children have either a dance move or a dynamics instruction on a card. Can they move round the hall until they have made as many combinations as possible</p>
	<i>Explore using different speeds</i>			
	Prior Knowledge			
	<i>Children have learned to keep a count of 8</i>			
	How Knowledge is progressive			
	<i>Children are learning to change to change the speed of their actions</i>			
	WALT			
<div><div><div>online metronome</div><div><div>AI</div><div>Videos</div><div>News</div><div>Maps</div><div>Images</div><div>More</div></div><div>About 53,400,000 results (0.31 seconds)</div><div><div>Metronome</div><div>100 BPM</div><div><div></div><div></div><div></div></div></div></div><div><div><div><div>1</div><div>Feet together, arms down</div></div><div><div>2</div><div>Jump up, pushing feet and arms outward</div></div><div><div>3</div><div>Feet together, arms down</div></div></div><div><div>My Dance: Dabbing</div><div>Your Dance: Slow to Fast</div></div></div><div><p>For Example –</p><ul style="list-style-type: none">-Children may perform a jump in their dance slowly.-They may perform it quickly.-They may choose to start slowly and get quicker.-They may start quickly and slow down.</div></div>				

Dance Exemplification



Us e of Sp ace	Move around the whole stage during a performance		Stage Space Performance area Travel Actions Movements	When creating a dance children need to be aware of the area they have available to perform in.																									
	Prior Knowledge			Children to try and make the most of the stage or performance are by using actions or travelling movements that enable them to travel in different directions.																									
	Children have learned to safely dance around others in a space																												
	How Knowledge is progressive																												
	Children are learning use as much of their performance are as possible																												
	WALT		Travel Direction Stage	Children are beginning to use the whole space available to them when performing a dance.																									
	Travel around the stage in different directions			Children can use dance actions as a way of travelling or linking travel actions such as, skipping, spinning, jumping etc.																									
	Prior Knowledge			Children should include a variety of directions in their travelling to help them cover the full space. Left, Right, Backward, Forwards and Diagonals.																									
	Children have learned to include a change of direction to a performance			Children could create an algorithm using arrows to show how they intend to cover the space.																									
	How Knowledge is progressive																												
Children are learning to combine changes of directions together																													
Gr ou p Wo rk	WALT		Unison Same actions Same time Synchronized	Teach children that dancing in unison mean everybody doing the same action at exactly the same time.																									
	Interact in unison			This could be: To teach children to move in unison try synchronized marches to begin with.																									
	Prior Knowledge			- a duo dancing in unison - a group dancing in unison - whole class dancing in unison																									
	Children have learned to dance sol and in a duo (swapping place, holding hands, meeting/parting and mirroring)			A dance may have elements of individualism but will also have parts where the performers are dancing in unison .																									
	How Knowledge is progressive			https://www.youtube.com/watch?v=avU2NxArAUw																									
	Children are learning to dance as one.			https://www.youtube.com/watch?v=hMnk7lh9M3o																									
Da nce Ro uti ne & Se qu enc e	WALT		Routine Actions Hold Count of 8 Group Unison Dynamics Different Heights Repeat Starting Pose	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8																	Children to create a sequence of actions lasting up to 1 minute using a change in dynamics , interactions in unison and using the full stage and a Start and end Pose.
	1			2	3	4	5	6	7	8																			
																													
																													
	Create a routine lasting up to 1 minute																												
	Prior Knowledge																												
Children have learned to create a dance routine of at least 10 actions																													
How Knowledge is progressive																													
Children are creating a longer dance up to 1 minute using a variety of techniques learned																													

Dance Exemplification







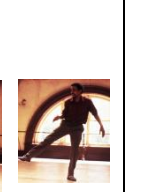

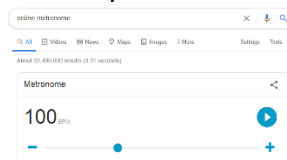






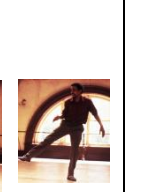







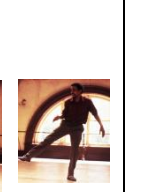

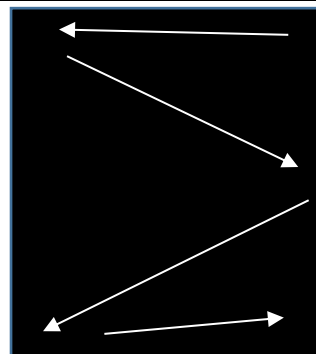


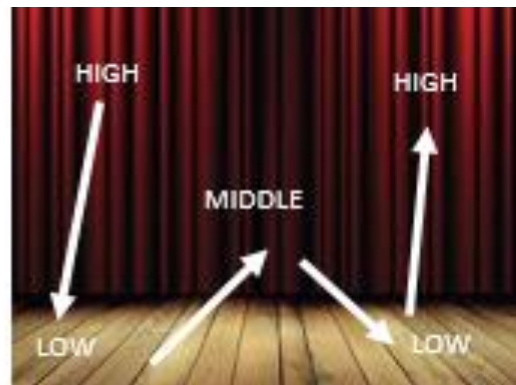
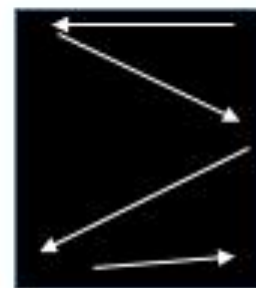
		Finishing Pose	<div>For Example</div> <div>Use the online metronome count to help keep the beat while children count.</div> <div></div> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td><div>Slow</div></td><td></td><td><div>Stretching up</div></td><td></td><td><div>Fast</div></td><td></td><td><div>Normal</div></td></tr><tr><td colspan="2"><div>Side Step Shuffle</div></td><td colspan="2"><div>Roll Arms</div></td><td colspan="2"><div>Jump Forward</div></td><td colspan="2"><div>Half Turns</div></td></tr></table> <div><div>Start Pose</div><div>Finishing Pose</div><div></div></div> <div>Children have learned to place an action on alternating beats in Year 2, but actions can be on any beat. Each action can be a the same stance but different arm movement for example.</div>		1	2	3	4	5	6	7	8		<div>Slow</div>		<div>Stretching up</div>		<div>Fast</div>		<div>Normal</div>	<div>Side Step Shuffle</div>		<div>Roll Arms</div>		<div>Jump Forward</div>		<div>Half Turns</div>	
1	2	3	4	5	6	7	8																					
	<div>Slow</div>		<div>Stretching up</div>		<div>Fast</div>		<div>Normal</div>																					
<div>Side Step Shuffle</div>		<div>Roll Arms</div>		<div>Jump Forward</div>		<div>Half Turns</div>																						
<div>WALT</div> <div>Can interpret the emotion of a piece of music</div> <div>Prior Knowledge</div> <div>Children have learned to think of their own actions to match music</div> <div>How Knowledge is progressive</div> <div>Children are learning to interpret the emotion of a dance to better fit actions</div>	Changing	Emotion Body Shape Body Size Dynamics	<div>Children to listen to different pieces of music they can perform to.</div> <div>https://www.youtube.com/watch?v=nfWlot6h_JM</div> <div>Fast/energetic/happy</div> <div>https://www.youtube.com/watch?v=450p7goxZgg</div> <div>Slow/Calm</div> <div>Children could identify these properties of the music during a warm up/cool down and begin to move showing these features.</div>																									
<div>WALT</div> <div>Use <i>stretches</i> twists, turns, jumps, travel</div> <div>Prior Knowledge</div>		Stretches Height Width Twists Jumps	New Learning	<div>Children are learning to stretch body parts as part of a dance.</div> <div>Stretching for height</div> <div>Stretching for width</div> <div></div> <div><div>Twists</div><div>Jumps</div></div>																								

Dance Exemplification




































	Children have been taught to look for space large enough to perform		Travel Turns	Previous Learning	-Twisting legs, hips, arm and legs	Adds height to a performance -Straight jump, jumping jack
	How Knowledge is progressive				<u>Travel</u> -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	<u>Turns</u> -Full turn -Half turn
	Children are learning how to maximise the use of space around others.					
Evaluation	WALT	Improved	Resilience Hard Word Independence Team Work	Children can talk about how they managed to get better at performing actions.		
	Can describe how their performance has improved			What did they do:		
	Prior Knowledge			-Improve their dance by using travelling elements to cover more of the stage		
	Children can say what they did well			-Changed the dynamics of a certain action to make it fit the emotion of the music better.		
	How Knowledge is progressive					
	Children are learning to discuss what they did well and how they improved			Through doing this children are developing an understanding of resilience and hardwork to improve choreography.		

Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Timing, Rhythm, Dynamics	WALT		Dynamics Slow Fast Action Slowly Quickly	Children are going to try and vary the dynamics of their actions when dancing.		
	Perform an action on every beat			Can they understand if the music is		
	Prior Knowledge			fast/slow Happy/sad energetic/ calm		
	Children have learned to do a dance action on every other beat			Dynamics = Slow  Fast		
	How Knowledge is progressive			This could be performing whole movements slow or fast or Changing the dynamics of a movement (Starting slow and getting faster/Starting fast and getting slower)		
	Children are learning to do a dance move on every beat in the count of 8			 For Example – -Children may perform a jump in their dance slowly. -They may perform it quickly. -They may choose to start slowly and get quicker. -They may start quickly and slow down.		

Dance Exemplification

	<div>WALT</div> <div>Perform an action on every beat</div> <div>Prior Knowledge</div> <div>Children have learned to do a dance action on every other beat</div> <div>How Knowledge is progressive</div> <div>Children are learning to do a dance move on every beat in the count of 8</div>		Count of 8 Action	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Bounces</td><td>Dabbing</td><td>Kicks</td><td>Skipping</td><td>Arm Rolls</td><td>Jump</td><td>Side Shuffle</td><td>Full Turn Jump</td></tr></table> <p>Children to use their own ideas to think of actions they can perform. They can use the dance actions already learned – travel, jumps, twists, turns, stretches and stillness.</p> <p>Use the online metronome count to help keep the beat while children count. https://www.youtube.com/watch?v=dS4qwUlky-o</p> 	1	2	3	4	5	6	7	8									Bounces	Dabbing	Kicks	Skipping	Arm Rolls	Jump	Side Shuffle	Full Turn Jump
1	2	3	4	5	6	7	8																					
																												
Bounces	Dabbing	Kicks	Skipping	Arm Rolls	Jump	Side Shuffle	Full Turn Jump																					
Use e of Sp ace	<div>WALT</div> <div>Move around the whole stage during a performance</div> <div>Prior Knowledge</div> <div>Children have learned to safely dance around others in a space</div> <div>How Knowledge is progressive</div> <div>Children are learning use as much of their performance are as possible</div>		Stage Space Performance area Travel Actions Movements	<p>When creating a dance children need to be aware of the area they have available to perform in.</p> <p>Children to try and make the most of the stage or performance are by using actions or travelling movements that enable them to travel in different directions.</p> 																								
	<div>WALT</div> <div>Vary height of actions in a performance</div> <div>Prior Knowledge</div> <div>Children have learned to change the height of actions (stretches and actions) and use the space on stage</div> <div>How Knowledge is progressive</div> <div>Children are learning to maximise the 3D space on stage</div>		Vary Height Stretches Actions Space	<p>Children are learning to dance at different heights.</p> <p>Low – Dancing low to the ground, lay down or crouched</p>  <p>Middle – Standing straight at a normal height.</p>  <p>High – Jumping in the air or with arms stretched above the body.</p> <div></div> <p>For Example</p>																								

Dance Exemplification

																																				
Group Work	WALT			Children have learned to dance in unison – all at the same time Teach children that canon means the same actions but starting at a different time. https://www.youtube.com/watch?v=9pAU6j8LZ2U Teach children it is like a Mexican Wave, same action – but a different time. https://www.youtube.com/watch?v=kZF7QC3tsJY																																
	Interact in <i>canon</i>																																			
	Prior Knowledge																																			
	Children have learned to dance in unison																																			
	How Knowledge is progressive																																			
	Children are learning to perform the same dance but at staggered starts (in canon)			<div></div> <p>Show children a basic dance sequence. In a team of 4 can they perform in canon 1 person starting and another following on starting on the third beat.</p> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td colspan="2">Hold</td><td></td><td colspan="2">Hold</td><td></td><td colspan="2">Hold</td></tr></table>	1	2	3	4	5	6	7	8		Hold			Hold			Hold																
1	2	3	4	5	6	7	8																													
	Hold			Hold			Hold																													
Dance Routine & Sequence	WALT		Routine Actions Hold Count of 8 Group Unison Dynamics Different Heights Repeat Starting Pose Finishing Pose																																	
	Create a routine lasting up to 2 minutes																																			
	Prior Knowledge																																			
	Children have learned to create a dance routine lasting up to 1 minute																																			
	How Knowledge is progressive																																			
	Children are making a longer dance routine but are including all the skills and techniques they have learned so far.			<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Slow</td><td>Slow</td><td>Slow to Fast</td><td>Fast to Slow</td><td>Slow</td><td>Stillness</td><td>Slow</td><td>Fast</td></tr><tr><td>Sway</td><td>Sway</td><td>Kicks</td><td>Kicks</td><td>Dab Close</td><td>Dab</td><td>Dab Open</td><td>Skip Back</td></tr></table> <p>Children to create a sequence of actions lasting up to 2 minutes using a change in dynamics, interactions in canon, using the full width and height of the stage and Start and end Pose.</p>	1	2	3	4	5	6	7	8									Slow	Slow	Slow to Fast	Fast to Slow	Slow	Stillness	Slow	Fast	Sway	Sway	Kicks	Kicks	Dab Close	Dab	Dab Open	Skip Back
1	2	3	4	5	6	7	8																													
																																				
Slow	Slow	Slow to Fast	Fast to Slow	Slow	Stillness	Slow	Fast																													
Sway	Sway	Kicks	Kicks	Dab Close	Dab	Dab Open	Skip Back																													

Dance Exemplification

For Example

online metronome

AI

Videos

News

Maps

Images

More

Settings



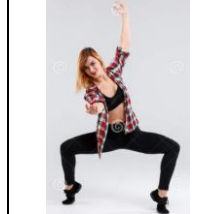

Tools

About 33,400,000 results (0.31 seconds)

Metronome

100BPM

Start Pose	Finishing Pose
------------	----------------

1	2	3	4	5	6	7	8
							
Normal	Normal	Stretching Upwards	Stretching Upwards	Fast	Normal	Normal	Explosive
Side Step Shuffle	Side Step Shuffle	Roll Arms	Stillness	Drop to Squat	Jumps Backwards	Half Turn	Jump + Stretch



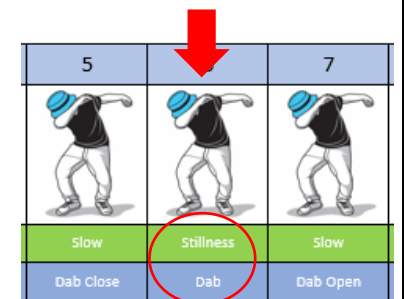
Children have learned to place an action on alternating beats in Year 2, but actions can be on any beat.

An action can be in the same stance but using different arm/ leg movement for example.
















WALT

Dance Exemplification

	<div>Can portray the emotion of the music by changing body shape/size of actions</div> <div>Prior Knowledge</div> <div>Children have learned to interpret music as emotions</div> <div>How Knowledge is progressive</div> <div>Children are learning how to visually show these emotions through body shapes and actions</div>	Changing	Emotion Body Shape Body Size Dynamics Happy Sad Energetic Calm Fast Slow	Children have begun to understand music as fast/slow, Happy/sad, energetic/ calm, high pitch/ low pitch . They are now going to learn to show these using actions and body shapes.										
	For Example but not limited to: <table><tr><th>Happy</th><th>Sad</th><th>Angry</th><th>Energetic</th><th>Calm</th></tr><tr><td><ul style="list-style-type: none">Large expressive movementsFairly quickWide actions</td><td><ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height</td><td><ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions</td><td><ul style="list-style-type: none">Fast movementsLarge ActionsAgile</td><td><ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures</td></tr></table> <div>These are linked to the whole school Emotions Bored</div> <div>https://www.youtube.com/watch?v=W6BUwCUqmaE we can tell a story through dance</div>			Happy	Sad	Angry	Energetic	Calm	<ul style="list-style-type: none">Large expressive movementsFairly quickWide actions	<ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height	<ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions	<ul style="list-style-type: none">Fast movementsLarge ActionsAgile	<ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures	
Happy	Sad	Angry	Energetic	Calm										
<ul style="list-style-type: none">Large expressive movementsFairly quickWide actions	<ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height	<ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions	<ul style="list-style-type: none">Fast movementsLarge ActionsAgile	<ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures										
	<div>WALT</div> <div>Can use stillness, stretches twists, turns, jumps, travel</div> <div>Prior Knowledge</div> <div>Children have learned dance actions (stretches, twists, jumps, travel and turns)</div> <div>How Knowledge is progressive</div> <div>Children are learning to use stillness as a dance technique</div>		Stillness Hold Balance Stretch	Teach children that in a performance you don't always have to be moving. Sometimes we create stillness for effect.										
	This may lead to children holding a balance or a stretch.													
				<div>https://www.youtube.com/watch?v=Nj3rAkasMq0</div> <table><tr><th>Stretching</th><th>Twists</th><th>Jumps</th><th>Travel</th><th>Turns</th></tr><tr><td>Stretching for height Stretching for width</td><td>-Twisting legs, hips, arm and legs</td><td>Adds height to a performance -Straight jump, jumping jack</td><td>-Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)</td><td>-Full turn -Half turn</td></tr></table>	Stretching	Twists	Jumps	Travel	Turns	Stretching for height Stretching for width	-Twisting legs, hips, arm and legs	Adds height to a performance -Straight jump, jumping jack	-Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	-Full turn -Half turn
Stretching	Twists	Jumps	Travel	Turns										
Stretching for height Stretching for width	-Twisting legs, hips, arm and legs	Adds height to a performance -Straight jump, jumping jack	-Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	-Full turn -Half turn										
Evaluation	<div>WALT</div> <div>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</div> <div>Prior Knowledge</div> <div>Children have described what they did well and how they have improved</div> <div>How Knowledge is progressive</div> <div>Children are learning how to effectively evaluate performances and suggest improvements</div>	Improvement	Evaluate Performance	Children are to watch a dance performance/action.										
	Using the teaching points and the WALTs outlined, can they comment on the correct parts of the technique, the incorrect techniques and how the performer could change their action to improve.													
	When suggesting improvements can children use the correct language and use visual demonstrations.													



Dance Exemplification

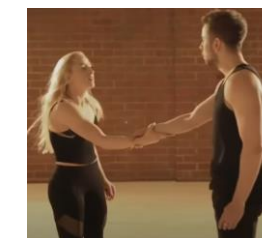
Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example																				
Timing, Rhythm, Dynamics	WALT		Dynamics Energy Force Emotion Powerful Strength Gentle	Teach children that when we say Dynamics – as well as using different speeds, we also mean energy and force of actions to match the emotion of the music. Force is created by the strength of muscles during actions (punching, kicking, stomping, jumping all use large muscles) Watch New Zealand’s Haka Dance – This is showing force of actions (using powerful, but slow actions) https://www.youtube.com/watch?v=yiKFYTFJ_kw Watch Swan Lake – This is showing low force during actions (using gentle, fast actions) https://www.youtube.com/watch?v=Xd2nTXsivHs A/R Practise basic dance moves such as jumping, turning, waving using different levels of power. P/A Children have dance cards. Find a partner practise their dance with your Dynamic instruction and vice versa																				
	<i>Use different speeds, energy and force of actions to match the music.</i>																							
	Prior Knowledge																							
	<i>Children have learned to alter dynamics of actions in terms of speed</i>																							
	How Knowledge is progressive																							
	<i>Children are learning to alter the dynamics of actions in terms of the force and energy</i>																							
	WALT		Rhythm Count of 8 Off Beat Phrases Count of 4	<table><tr><td>1</td><td>2</td><td>3</td><td>and</td><td>4</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Bouncing</td><td>Bouncing</td><td>Fast</td><td>Fast</td><td>Stillness</td></tr><tr><td>Squat</td><td>Squat</td><td>Kicks</td><td>Kicks</td><td>Squat</td></tr></table> We have learned to keep a beat to a count of 8 to music Now we are going to learn to create dance phrases , these are short sequences that repeat to match the rhythm of music. Some rhythms have an action that is not on the standard count. We can this the offbeat . Practice clapping the ‘3 and’ off beat, then practice marching to this beat https://www.youtube.com/watch?v=S5Yk8Jigtz4 This then gives children the option to put an extra movement in a beat IF NEEDED	1	2	3	and	4						Bouncing	Bouncing	Fast	Fast	Stillness	Squat	Squat	Kicks	Kicks	Squat
	1				2	3	and	4																
																								
	Bouncing				Bouncing	Fast	Fast	Stillness																
Squat	Squat	Kicks	Kicks	Squat																				
<i>Match specific dance moves to the rhythm of a piece of music</i>																								
Prior Knowledge																								
<i>Children have learned to keep a count of 8</i>																								
How Knowledge is progressive																								
<i>Children are learning to count off-beats to help keep a rhythm to put dance moves to</i>																								
Use of Space	WALT		Space Distance Story Emotion Interpret	Children have learned to use the whole stage during a performance. Children are now learning to distance space to help tell the story. Watch https://www.youtube.com/watch?v=o31gnl-CFQE and https://www.youtube.com/watch?v=pSKAMW8iHco to show how characters																				
	<i>Use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.</i>																							
	Prior Knowledge																							
	<i>Children have learned to vary height of actions in a performance</i>																							

My Dance:
Dabbing

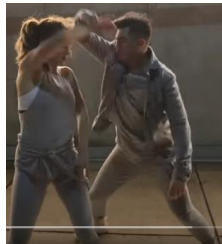




Your Dance:
Powerfully

My Dance:
Dabbing






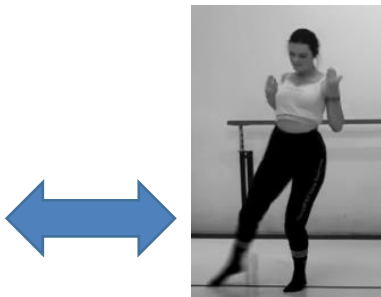
Your Dance:
Powerfully



Dance Exemplification
















	How Knowledge is progressive			interact differently to help tell the story through using space.				Dancing close to show a connection	Dancing apart to show pain/distance/fear/loss		
	<i>Children are using varied heights to help tell the story</i>										
	WALT				Height Story Emotion Interpret	Children have learned to use height in performances, now they are using height to help tell the story. Children need to listen to and interpret the music Is it sad/happy? What may be happening in the story it is telling? Teach children height can be used to help tell the story watch this clip as an example https://www.youtube.com/watch?v=o31gnl-CFQE					
	<i>Alter the height, direction and body shape to enhance the story telling of the dance</i>										
	Prior Knowledge										
	<i>Children have learned to vary height of actions in a performance</i>										
How Knowledge is progressive	<i>Children are learning to use height for emphasising a story</i>										
Gr ou p Wo rk	WALT		Contrast Opposite Shapes Balances Height	Teach children that contrasts are used as an emotive tool in dance to express: -conflict -distance -loss -pain -difference in power -struggle							
	<i>Interact as a trio and interact as a contrast</i>			A contrast can be in shapes and balances (Wide vs narrow)							
	Prior Knowledge			or in height of performance (high or low)							
	<i>Children have learned to dance as a solo/duo/whole group/mirroring/unison/canon</i>										
	How Knowledge is progressive										
	<i>Children are learning to contrast partner movements and shapes</i>										
Da nce Ro uti ne & Se qu enc e	WALT	Power Energy Speed	Sequence of Phrases Slides Stillness Stretches Twists Jumps Travel Turns Actions Emotion Dynamics Height Contrasts Shape		Dance Plan In groups, children to sequence their dances using a sequence of phrases , like this one						
	<i>Create a routine lasting the length of a piece of music that tells a story using flexibility, strength, control, and balance</i>										
	Prior Knowledge										
	<i>Children have learned to create a dance up to 2 minutes long</i>										
	How Knowledge is progressive										
	<i>Children are creating their own dance to a piece of music trying to tell a story using all the technical skills they have learned so far.</i>										

Dance Exemplification

				<table><tr><td><u>Slides</u> -Left or right -Along the floor -Forward or Backwards</td><td><u>Stillness</u> -Holding a balance or shape</td><td><u>Stretching</u> -Stretching for height -Stretching for width</td><td><u>Twists</u> -Twisting legs, hips, arm and legs</td><td><u>Jumps</u> Adds height to a performance -Straight jump, jumping jack</td><td><u>Travel</u> -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)</td><td><u>Turns</u> -Full turn -Half turn</td></tr></table> <p>Performing actions to show emotion (Dynamics –power/speed/energy)</p> <table><tr><td>Happy<ul style="list-style-type: none">• Large expressive movements• Fairly quick• Wide actions</td><td>Sad<ul style="list-style-type: none">• Slow movements• Exaggerated stretches• Low height</td><td>Angry<ul style="list-style-type: none">• Fast movements• Large Actions• Jumping/stomping• Powerful actions</td><td>Energetic<ul style="list-style-type: none">• Fast movements• Large Actions• Agile</td><td>Calm<ul style="list-style-type: none">• Gentle actions• Large/ wide actions• Slow movements• Expressive gestures</td></tr></table> <p>Contrasts of height/shape to show emotion and re-tell a story</p> <div></div>	<u>Slides</u> -Left or right -Along the floor -Forward or Backwards	<u>Stillness</u> -Holding a balance or shape	<u>Stretching</u> -Stretching for height -Stretching for width	<u>Twists</u> -Twisting legs, hips, arm and legs	<u>Jumps</u> Adds height to a performance -Straight jump, jumping jack	<u>Travel</u> -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	<u>Turns</u> -Full turn -Half turn	Happy <ul style="list-style-type: none">• Large expressive movements• Fairly quick• Wide actions	Sad <ul style="list-style-type: none">• Slow movements• Exaggerated stretches• Low height	Angry <ul style="list-style-type: none">• Fast movements• Large Actions• Jumping/stomping• Powerful actions	Energetic <ul style="list-style-type: none">• Fast movements• Large Actions• Agile	Calm <ul style="list-style-type: none">• Gentle actions• Large/ wide actions• Slow movements• Expressive gestures
	<u>Slides</u> -Left or right -Along the floor -Forward or Backwards	<u>Stillness</u> -Holding a balance or shape	<u>Stretching</u> -Stretching for height -Stretching for width	<u>Twists</u> -Twisting legs, hips, arm and legs	<u>Jumps</u> Adds height to a performance -Straight jump, jumping jack	<u>Travel</u> -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	<u>Turns</u> -Full turn -Half turn									
Happy <ul style="list-style-type: none">• Large expressive movements• Fairly quick• Wide actions	Sad <ul style="list-style-type: none">• Slow movements• Exaggerated stretches• Low height	Angry <ul style="list-style-type: none">• Fast movements• Large Actions• Jumping/stomping• Powerful actions	Energetic <ul style="list-style-type: none">• Fast movements• Large Actions• Agile	Calm <ul style="list-style-type: none">• Gentle actions• Large/ wide actions• Slow movements• Expressive gestures												
WALT <i>Use slides, stillness, stretches twists, turns, jumps and travel</i> Prior Knowledge <i>Children have learned dance actions (stillness, stretches, twists, jumps, travel and turns)</i> How Knowledge is progressive <i>Children are learning to perform slides to transition from action to action</i>	Forward Backwards Left Right Floor	Slide	Children have learned a range of dance actions. They are learning to add slides to their skill set.													
Eva lua tio n	WALT <i>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</i> Prior Knowledge <i>Children have learned to evaluate performance they have seen</i> How Knowledge is progressive <i>Children are learning to be more independent when evaluating their own improvements and targets to improve</i>	Resilience Independence Evaluate Performance		Slides can be done performed along the floor https://www.youtube.com/watch?v=d05xfHzOWcs 	They can be performed by sliding backwards and forwards 	And they can be performed left and right. 										
	This is challenging children to be able to articulate all the cumulative learning they have had in a particular area to describe their performance. For example: <div><p>“We used contrasts of height in our dance because we wanted to show that the two people were arguing and didn’t get on. We used large slow movements because they were feeling sad. We changed the dynamics of our actions because the character was sad but we were making the movements too fast”</p></div>															

Dance Exemplification

--	--	--	--	--

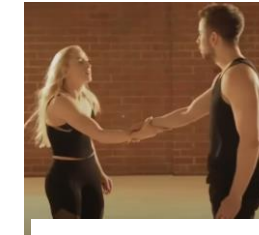
Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example															
Timing, Rhythm, Dynamics	WALT		Dynamics Energy Force Emotion Powerful Strength Gentle	Teach children that when we say Dynamics – as well as using different speeds, we also mean energy and force of actions to match the emotion of the music. Force is created by the strength of muscles during actions (punching, kicking, stomping, jumping all use large muscles) Watch New Zealand’s Haka Dance – This is showing force of actions (using powerful, but slow actions) https://www.youtube.com/watch?v=yiKFYTFJ_kw Watch Swan Lake – This is showing low force during actions (using gentle, fast actions) https://www.youtube.com/watch?v=Xd2nTXsivHs A/R Practise basic dance moves such as jumping, turning, waving using different levels of power. P/A Children have dance cards. Find a partner practise their dance with your Dynamic instruction and vice versa															
	<i>Use different speeds, energy and force of actions to match the music.</i>																		
	Prior Knowledge																		
	<i>Children have learned to alter dynamics of actions in terms of speed</i>																		
	How Knowledge is progressive																		
	<i>Children are learning to alter the dynamics of actions in terms of the force and energy</i>																		
	WALT		Rhythm Count of 8 Off Beat Phrases Count of 4	<table><tr><td>1</td><td>2</td><td>3</td><td>and</td><td>4</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Bouncing</td><td>Bouncing</td><td>Fast</td><td>Fast</td><td>Stillness</td></tr></table>	1	2	3	and	4						Bouncing	Bouncing	Fast	Fast	Stillness
	1				2	3	and	4											
																			
	Bouncing				Bouncing	Fast	Fast	Stillness											
	<i>Match specific dance moves to the rhythm of a piece of music</i>																		
	Prior Knowledge																		
<i>Children have learned to keep a count of 8</i>																			
How Knowledge is progressive																			
<i>Children are learning to count off-beats to help keep a rhythm to put dance moves to</i>																			

My Dance:
Dabbing

Your Dance:
Powerfully

Dance Exemplification

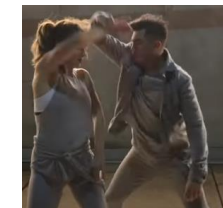
				<div>SquatSquatKicksKicksSquat</div> <p>We have learned to keep a beat to a count of 8 to music Now we are going to learn to create dance phrases, these are short sequences that repeat to match the rhythm of music.</p> <p>Some rhythms have an action that is not on the standard count. We can do this the offbeat. Practice clapping the '3 and' off beat, then practice marching to this beat https://www.youtube.com/watch?v=S5Yk8Jigtz4</p> <p>This then gives children the option to put an extra movement in a beat IF NEEDED</p>
Use of Space	WALT <i>Use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.</i>		Space Distance Story Emotion Interpret	<p>Children have learned to use the whole stage during a performance. Children are now learning to distance space to help tell the story.</p> <p>Watch https://www.youtube.com/watch?v=o31gnl-CFQE and https://www.youtube.com/watch?v=pSKAMW8iHco to show how characters interact differently to help tell the story through using space.</p>
	Prior Knowledge <i>Children have learned to vary height of actions in a performance</i>			
	How Knowledge is progressive <i>Children are using varied heights to help tell the story</i>			
	WALT <i>Alter the height, direction and body shape to enhance the story telling of the dance</i>		Height Story Emotion Interpret	<p>Children have learned to use height in performances, now they are using height to help tell the story.</p> <p>Children need to listen to and interpret the music Is it sad/happy? What may be happening in the story it is telling? Teach children height can be used to help tell the story watch this clip as an example https://www.youtube.com/watch?v=o31gnl-CFQE</p>
	Prior Knowledge <i>Children have learned to vary height of actions in a performance</i>			
	How Knowledge is progressive <i>Children are learning to use height for emphasising a story</i>			
Group Work	WALT Interact as a solo/duo/trio /whole group/mirroring/ unison/canon/ contrast within a whole class performance		Solo Duo Contrast Mirroring Unison Canon Phrase	<p>Using https://www.youtube.com/watch?v=RMP6nMDjnKc as inspiration, can children create a dance that has elements of:</p> <p>Solo dancing – each person showing their own individual ideas Duo –Meeting/Parting, holding hands, mirroring Contrast – Opposite shapes, sizes and heights Unison – All dancing the same action at the same time Canon – Same phrase of actions but staggered start</p>
	Prior Knowledge <i>Children have learned to interact in different group sizes</i>			
	How Knowledge is progressive <i>Children are using a range of these in 1 performance</i>			
	WALT			Dance Plan



Dancing close to show a connection



Dancing apart to show pain/distance/fear/loss



Using the same height to show equality

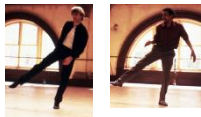
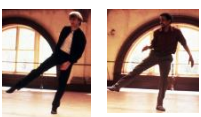






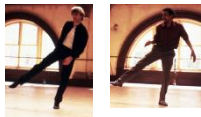
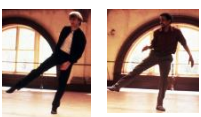






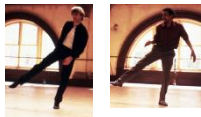
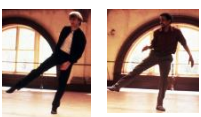







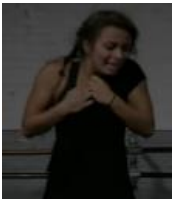


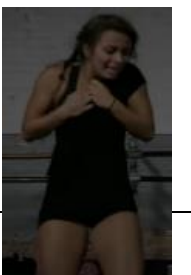
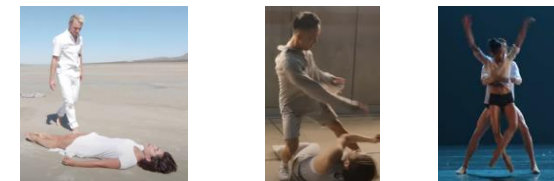
Using contrasting heights to show suffering



Using a low stance to show pain

Dance Exemplification

Dance Routine & Sequence	Create a routine lasting the length of a piece of music that tells a story using flexibility, strength, control, and balance	Power Energy Speed	Sequence of Phrases Slides Stillness Stretches Twists Jumps Travel Turns Actions Emotion Dynamics Height Contrasts Shape Gestures	In groups, children to sequence their dances using a sequence of phrases , like this one																																						
	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Normal</td><td>Normal</td><td>Stretching Upwards</td><td>Stretching Upwards</td><td>Fast</td><td>Normal</td><td>Normal</td><td>Explosive</td></tr><tr><td>Side Step Shuffle</td><td>Side Step Shuffle</td><td>Roll Arms</td><td>Stillness</td><td>Drop to Squat</td><td>Jumps Backwards</td><td>Half Turn</td><td>Jump + Stretch</td></tr></table>								1	2	3	4	5	6	7	8									Normal	Normal	Stretching Upwards	Stretching Upwards	Fast	Normal	Normal	Explosive	Side Step Shuffle	Side Step Shuffle	Roll Arms	Stillness	Drop to Squat	Jumps Backwards	Half Turn	Jump + Stretch		
	1			2	3	4	5	6	7	8																																
																																										
	Normal			Normal	Stretching Upwards	Stretching Upwards	Fast	Normal	Normal	Explosive																																
	Side Step Shuffle			Side Step Shuffle	Roll Arms	Stillness	Drop to Squat	Jumps Backwards	Half Turn	Jump + Stretch																																
	Prior Knowledge																																									
	Children have learned to create a dance up to 2 minutes long																																									
	How Knowledge is progressive																																									
	Children are creating their own dance to a piece of music trying to tell a story using all the technical skills they have learned so far.																																									
				In their phrases, children should include:																																						
				<table><tr><td>Slides -Left or right -Along the floor -Forward or Backwards</td><td>Stillness -Holding a balance or shape</td><td>Stretching -Stretching for height Stretching for width</td><td>Gestures -Face -Hands -Arms -Legs -Body</td><td>Twists -Twisting legs, hips, arm and legs</td><td>Jumps Adds height to a performance -Straight jump, jumping jack</td><td>Travel -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)</td><td>Turns -Full turn -Half turn</td></tr></table>								Slides -Left or right -Along the floor -Forward or Backwards	Stillness -Holding a balance or shape	Stretching -Stretching for height Stretching for width	Gestures -Face -Hands -Arms -Legs -Body	Twists -Twisting legs, hips, arm and legs	Jumps Adds height to a performance -Straight jump, jumping jack	Travel -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	Turns -Full turn -Half turn																							
Slides -Left or right -Along the floor -Forward or Backwards	Stillness -Holding a balance or shape	Stretching -Stretching for height Stretching for width	Gestures -Face -Hands -Arms -Legs -Body	Twists -Twisting legs, hips, arm and legs	Jumps Adds height to a performance -Straight jump, jumping jack	Travel -Rhythmically marching, hopping, skipping, stepping. -Change of Direction (Forward, backwards, left and right)	Turns -Full turn -Half turn																																			
				Performing actions to show emotion (Dynamics –power/speed/energy)																																						
				<table><tr><td>Happy<ul style="list-style-type: none">Large expressive movementsFairly quickWide actions</td><td>Sad<ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height</td><td>Angry<ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions</td><td>Energetic<ul style="list-style-type: none">Fast movementsLarge ActionsAgile</td><td>Calm<ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures</td></tr></table>								Happy <ul style="list-style-type: none">Large expressive movementsFairly quickWide actions	Sad <ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height	Angry <ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions	Energetic <ul style="list-style-type: none">Fast movementsLarge ActionsAgile	Calm <ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures																										
Happy <ul style="list-style-type: none">Large expressive movementsFairly quickWide actions	Sad <ul style="list-style-type: none">Slow movementsExaggerated stretchesLow height	Angry <ul style="list-style-type: none">Fast movementsLarge ActionsJumping/stompingPowerful actions	Energetic <ul style="list-style-type: none">Fast movementsLarge ActionsAgile	Calm <ul style="list-style-type: none">Gentle actionsLarge/ wide actionsSlow movementsExpressive gestures																																						
				Contrasts of height/shape to show emotion and re-tell a story																																						
																																										
WALT			Gestures	In dance a gesture is a movement or position of the hand, arm, body, head or face that expresses an idea, opinion or and emotion. These could be to suggest thought, conflict, love, hate, anger, disapproval etc																																						
Use gestures				For example <ul style="list-style-type: none">Head nodsClicking FingersShaking headShoulder shrug/ rollHand clapFoot tap																																						
Prior Knowledge																																										
Children have learned slides, stillness, turns, jumps, stretches, travel, twists																																										
How Knowledge is progressive																																										
Children are learning to add gestures to a dance to make it more emotive																																										
				Gnash -I hate you I love you https://www.youtube.com/watch?v=vKVmxHML4Tg (0.20 Girl’s expressive gestures)																																						
																																										



Dance Exemplification

				Titanium - Madilyn Bailey https://www.youtube.com/watch?v=oOA1kpVaXhU
				Coldplay - Fix You https://www.youtube.com/watch?v=C4gCdGXXJVk
Evaluation	WALT		Evaluate Compare Contrast Coach	Children can critically discuss and compare performances talking about what was successful and what could be improved.
	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.			This can look like a mini coaching session helping a partner improve their performance by modelling and correcting movement patterns.
	Prior Knowledge			Children could create their own teaching video to demonstrate skills
	Children have learned to evaluate their performance and other's performances			
	How Knowledge is progressive			
	Children are learning to compare and coach each other to improve performances			

How a dance lesson should look:

- First 5 minutes choose a song children like to instil joy of dancing and raise Heart Rate. Can they dance spontaneously to the music - AFL opportunity can children practice previous learning.
- Review – recall previous learning
- AR - Introduce new learning
- PA – Practice new skill with selected piece of music