

## Medium Term Plan: Supporting Implementation of

**Subject:** Year 5 Spring 2 – Dance

Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.

N/C links:

- Perform dances using a range of movement patterns

Key skills:

- Physical: actions, dynamics, space, relationships
- Social: collaboration, consideration and awareness of others, inclusion, respect, leadership
- Emotional: empathy, confidence, perseverance
- Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

### **Prior Learning (what pupils already know and can do)**

- Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.
- Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.
- Space can be used to express a certain character, mood or idea.
- Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To accurately copy and repeat set choreography.
- To choreograph phrases individually and with others considering actions and dynamics.
- To confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- To lead a group through short warm-up routines.
- To refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- To suggest ways to improve my own and other people's work using key terminology.
- To use counts when choreographing to stay in time with others and the music.
- To use feedback provided to improve my work.

### **Key Vocabulary**

Actions, canon, choreograph, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison

Session 1 – THEME: Dance by Chance

To create a dance using a random structure and perform the actions showing quality and control.

### **Success Criteria**

Consider the quality of performance of each action.

Use counts of 8 to help you to stay in time with your partner.

### **Whole Child Objectives**

- Social: To work with a partner to create and perform a dance.
- Emotional: To be sensitive of other people's feelings when providing feedback.
- Thinking: To use feedback given to me to improve my performance.

Dance by chance – example actions to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11278>

## **Medium Term Plan: Supporting Implementation of**

### **Vocabulary:**

Actions, choreograph, performance, posture, quality, space, structure, timing, unison

### **Session 2 – THEME: Dance by Chance**

To understand how changing dynamics changes the appearance of the performance.

#### **Success Criteria:**

- Consider how each action is performed when changing the dynamic.
- Use counts to help you to stay in time with each other.

#### **Whole Child Objectives:**

- Social: To work with a partner to share and explore ideas.
- Emotional: To show an awareness of other people's feelings when providing feedback.
- Thinking: To understand how to improve my performance.

### **Vocabulary**

Actions, quality, space, timing, unison, dynamics

### **Session 3 – THEME: Dance by Chance**

To understand and use relationships and space to change how a performance looks.

#### **Success Criteria:**

- Use changes in level, direction and pathway.
- Use relationships changes in formation, timing, matching and mirroring, and moving either apart or in contact with your partner.

#### **Whole Child Objectives:**

- Social: To work with a group to make decisions about our dance.
- Emotional: To show confidence to perform to others.
- Thinking: To understand and apply the use of relationships and space to change the appearance of my dance.

### **Vocabulary**

Performance, relationship, canon, dynamics, formation, pathway, quality, structure, space, unison, timing

## **Medium Term Plan: Supporting Implementation of**

### **Session 4 - THEME: Rock 'n' Roll**

To copy and repeat movements in the style of rock 'n' roll.

#### **Success Criteria:**

- Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll.

#### **Whole Child Objectives:**

- Social: To share ideas with a partner.
- Emotional: To be confident to perform my ideas.
- Thinking: To create in the style of rock 'n' roll.

Rock'n' roll travel steps video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12555>

The hand jive video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11061>

#### **Vocabulary**

Canon, dynamics, formation, structure, space, unison, timing, space, action

### **Session 5 – THEME: Rock 'n' Roll**

To work with a partner to copy and repeat actions in time with the music.

#### **Success Criteria:**

- Use bouncy, lively and quick dynamics in your performance.
- Use counts of 8 to keep in time and help to remember the order of actions.

#### **Whole Child Objectives:**

- Social: To work safely with my partner and ensure the safety of those around us.
- Emotional: To show confidence to perform in the style of rock 'n' roll.
- Thinking: To provide feedback using the correct terminology.

Rock 'n' Roll spins video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11062>

Rock 'n' Roll travel steps video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12555>

The hand jive video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11061>

#### **Vocabulary**

Dynamics, performance, structure, actions, timing, space, pathway, choreograph, choreography, phrase

### **Session 6 – THEME: Rock 'n' Roll**

To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.

#### **Success Criteria:**

- Use different levels and formations in your dance to make it look interesting.

#### **Whole Child Objectives:**

- Social: To lead a group through an aerobics warm up with good communication skills.
- Emotional: To be confident to suggest ideas and actions.

## **Medium Term Plan: Supporting Implementation of**

- Thinking: To explore and create with others.

**Step patterns video to be shown –**

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12556>

### **Vocabulary**

Action, choreograph, choreography, dynamics, formation, genre, transition, timing, structure, space, posture

### **Future learning this content supports:**

This unit will support the dance unit in Y6. It will also support them during their summer topics helping them to transfer some key skill across. Pupils will have improved their balance, coordination and flexibility which can be applied in units throughout the summer term.