

Medium Term Plan: Supporting Implementation of

Subject: Year 6 Spring 2 – Dance:

Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.

N/C links:

- perform dances using a range of movement patterns.

Key skills:

- Physical: actions, dynamics, space, relationships
- Social: share ideas, collaboration, support, communication, inclusion, respect, leadership
- Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy
- Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills

Prior Learning (what pupils already know and can do)

- Know that different dance styles utilise selected actions to develop sequences in a specific style.
- Know that different dance styles utilise selected dynamics to express mood.
- Know that space relates to where the body moves both on the floor and in the air.
- Know that different dance styles utilise relationships to express a chosen mood.

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

- To choreograph a dance and work safely using a prop.
- To lead a small group through a short warm-up routine.
- To perform dances confidently and fluently with accuracy and good timing.
- To refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- To use appropriate language to evaluate and refine my own and others' work.
- To use feedback provided to improve the quality of my work.
- To work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Key Vocabulary

Action, aesthetic, choreography, dynamics, express, formation, freeze frame, inspiration, mood, motif, phrase, pose, refine, rehearse, stimulus, structure, style, transition

Session 1 – THEME: Stamp, Clap

To copy and repeat a dance phrase showing confidence in movements.

Success Criteria

- Use loud confident actions to create the music in your performance.

Whole Child Objectives

- Social: To help others to remember and perform the phrases.
- Emotional: To be confident to share my ideas.
- Thinking: To use changes in level, direction and formation effectively to develop my dance.

Stamp, clap video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11270>

Vocabulary:

Action, choreography, formation, inspiration, phrase, stimulus, structure

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Session 2 – THEME: Stamp, Clap

To work with others to explore and develop the dance idea.

Success Criteria:

- Use counts of 8 to help you stay in time with each other.

Whole Child Objectives:

- Social: To discuss my ideas with my group and come up with a plan of the best time to use different actions.
- Emotional: To show acceptance of other's ideas.
- Thinking: To use feedback to improve my performance.

Vocabulary

Action, aesthetics, phrase, structure

Session 3 –THEME: Stamp, Clap

To use changes in dynamics in response to the stimulus.

Success Criteria:

- Use counts of 8 to help you to stay in time with each other.
- Use strong, confident actions.

Whole Child Objectives:

- Social: To work collaboratively with others to choreograph our ideas.
- Emotional: To be confident to perform in front of others.
- Thinking: To identify what went well in my performance and what we could do to improve.

Vocabulary

Action, aesthetic, choreography, dynamics, formation, inspiration, phrase, stimulus

Session 4 - THEME: Bhangra

To demonstrate a sense of rhythm and energy when performing bhangra style motifs.

Success Criteria:

- Use counts of 8 to help you stay in time with each other.

Whole Child Objectives:

- Social: To support other people in my class.
- Emotional: To persevere when learning something new.
- Thinking: To understand what a motif is.

Bhangra Dance video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12586>

Bhangra motifs video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12595>

Vocabulary

Action, aesthetic, choreography, dynamics, formation, motif, phrase, style, structure

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Session 5 –THEME: Bhangra

To perform a bhangra dance, showing an awareness of timing, formations and direction.

Success Criteria:

- Consider dynamics and facial expressions.
- Use counts of 8 to help you stay in time with each other.

Whole Child Objectives:

- Social: To support other people in my class.
- Emotional: To try my best and join back in if I lose my place.
- Thinking: To know my place in each formation.

Bhangra motifs video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12595>

Vocabulary

Action, aesthetic, dynamics, formation, motif

Session 6 – THEME: Bhangra

To select, order, structure and perform movements in a bhangra style, showing various group formations.

Success Criteria:

- Use counts of 8 to help you stay in time with each other.
- Use strong, confident actions.

Whole Child Objectives:

- Social: To communicate my ideas with others in my group.
- Emotional: To work with integrity when practicing my performance.
- Thinking: To provide feedback using appropriate terminology.

Bhangra motifs video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12595>

Vocabulary

Action, aesthetic, dynamics, formation

Future learning this content supports:

This unit will support future units throughout KS3. It will also support them during their summer topics helping them to transfer some key skill across. Pupils will have improved their balance, agility, coordination and flexibility which can be applied in units throughout the summer term.