


Dance												
Key Skills		Vocabulary	Learning to Lead	Peer / Self-Assessment	Spirit of the Games							
<table border="1"> <tr> <th>Skill</th> <th>Description</th> </tr> <tr> <td>movement</td> <td>The movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in.</td> </tr> <tr> <td>improvise</td> <td>the art of executing movements without any prior preparation.</td> </tr> <tr> <td>sequence</td> <td>a dance in which a preset pattern of movements is followed.</td> </tr> </table>	Skill	Description	movement	The movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in.	improvise	the art of executing movements without any prior preparation.	sequence	a dance in which a preset pattern of movements is followed.	Movement Improvise Sequence Choreography Canon Relationship Action Space Dynamics Mirroring Unison	<ul style="list-style-type: none"> Small groups Warm-up Warm-downs Use iPads to record performance 	<ul style="list-style-type: none"> Have a clear assessment criterion Vary the work assessing Allow time to respond Model responses Give examples of next steps Vary how assessment is encouraged (verbal / videoed) 	<p>The values of the School Games</p> <ul style="list-style-type: none"> HONESTY: Be honest with others and with yourself RESPECT: Treating others politely and with understanding PASSION: Giving it 100% DETERMINATION: Keep going no matter what TEAMWORK: Treating everyone equally SELF-BELIEF: You've got to believe to achieve
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Year 3		Year 4	Year 5	Year 6	KS3							
<p>Health and Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and warm down.</p>		<p>Health and Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and warming down.</p>	<p>Health and Fitness Know and understand the reasons for warming up and warming down. Explain some safety principles when preparing for and during exercise.</p>	<p>Health and Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and warm-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways to become healthier.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p>							
<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes Performs at different levels.</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely Balances with some control.</p> <p>Can link 2-3 simple movements</p>		<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence.</p>							

Assessment

Working Towards	Mastered	Greater Depth	Assessment Types – videos, observational, discussion
			

Notes for next unit

Blank space for notes.

