

Caroline Haslett Primary School - PE

Topic: Dance

Year 2

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Remember and repeat a short dance phase showing greater control and coordination</li> <li>Explore actions with dynamic actions, levels and possible movements</li> <li>Show movements to express mood, ideas and feelings</li> </ul>	<p><b>Vocabulary</b></p> <p><b>Dance phrase</b> A short section of movement</p> <p><b>Rhythm</b> Movement patterns in time</p> <p><b>Beat</b> The basic unit of time, the pulse of the music</p>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Link several movements together with control and coordination.</li> <li>Talk about different stimuli and the way it can change a dance.</li> <li>Use counts to stay in time with the music.</li> </ul>	<p><b>Tempo</b> Speed or pace of a given piece of music</p> <p><b>Stimulus</b> A starting point that gives you ideas for creating movement (e.g. photo/ music track/ topic)</p> <p><b>Cooperatively</b> Two or more learners working together</p>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Show emotions through body movement.</li> <li>Use different directions and levels to show a growing range of movement.</li> <li>use mirrored and usion movements with peers</li> </ul>	

## Dance progression and assessment

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions and rhythms	Follow the leaders style copying	Link several movements together with control and coordination	Improvise with a partner translating ideas	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency
Choose and use different travelling actions, shapes and balances	Respond to a stimulus with a range of motions	Talk about different stimuli as that starting point for creating a dance	Show an imaginative response to different stimuli	Respond to a stimulus through appropriate language, creating their own ideas and movement phrases	Think about character and narrative ideas created by the stimulus and respond through movement	Explore, improvise and choose appropriate actions to create new motifs in a selected dance style
Travel using different pathways and space	Copy and explore basic body actions demonstrated by a teacher	Explore actions in response to a stimulus	Incorporate different actions and dynamics into their movements	Use a range of actions and begin to combine movement phases to make patterns	Experiment with a wide range of actions, varying and combining patterns, speed, and continuity whilst working in a small group	Respond to a range of stimuli, improvising freely using controlled movement
Begin to use expression with guidance	Copy simple movement patterns from peers	Explore ideas, moods and feelings by experimenting with actions, directions and levels	Explore and develop actions whilst working in pairs or small groups	Begin to design their own movement phrases that respond to a stimuli or emotion	Create and perform a dance using a range of patterns in response to a range of stimuli	Incorporate a wider range of compositional ideas and develop and adapt motifs to make dance phrases and use these in longer dances
	Explore movements and start to link phrases to make simple dances with a beginning and end	Compose and perform a dance that expresses emotion, mood, ideas and feelings	Apply basic compositional ideas to create a dance which conveys feeling and emotions	Use a range of movement and dance phrases within different styles when working with a partner or small group	Use different compositional ideas to create motifs (unison, canon, actions and reaction)	Select and use a range of compositional ideas to create motifs that demonstrate their own dance ideas
	Practise and repeat movement phrases and perform them controlled	practise , remember and repeat a dance showing greater control, coordination and spatial awareness	Perform a short dance with expression, showing awareness of others when moving	Remember, perform and evaluate a short dance, showing an understanding of emotion and awareness of others	Remember, practise and combine longers more complex dance phrases	
			Describe what is needed to make a dance phase			