

Year 5/6 – PE

Dance



- **Prior Learning**
Dance moves can be in response to different stimuli eg pictures, words, sounds, music
- Movements can involve different speed, turning and changing direction.
- Working with partners or in groups.

Sporting Hero

Ashley Banjo: is an English street dancer, choreographer and actor. He is leader of dance troupe Diversity, who won the third series of Britain's Got Talent. He was head boy at his school and still holds the high jump sports day record. His choreography has been described as 'genius'.



- Key Skills**
- Control of the body to maintain a still balanced position.
 - Make movements big, exaggerated, dynamic, expressing character.
 - Perform with skilled movements with excellence and creativity
 - Listening to the ideas of others.
 - Practise to improve a performance and show determination to continue even after mistakes.
 - To use the space to the maximum potential
 - To perform a routine with accurate timing.
 - To be able to perform a clear bold start and finish.
 - To be able to include changes in level
 - To be able to include changes in speed
 - To be able to show flow of movements in sequences
 - To be able to evaluate strengths and weaknesses positively and offer ideas to improve the work of another pair
 - Perform alone and supportively in pairs and in a larger group.
 - To be able to work with less able pupils and create movement ideas to improve the quality of work.



- Key Knowledge**
- Dance movements can be described using subject specific vocabulary.
 - Dance involves movement in creative responses to a stimulus or in a style
 - A variety of stimuli can prompt and inspire dance moves and different styles of performance are achievable.

Key Vocabulary	
Agility:	skills of quick and flexible movement
Balance:	to maintain the centre of gravity of the body while not allowing it to sway.
Beat:	to move the feet and body rhythmically, especially. in time to music
Co-ordination:	the body's ability to perform smooth and efficient movements
Composition:	a fixed arrangement of movements that has been decided upon
Choreography:	the sequence of steps and movements in dance
Dynamics:	expresses the way in which shape of movement is done
Fluency:	ease of effort and smoothness in movements
Improvise/ improvisation:	Spontaneously creating movement.
Jumps:	travelling forward, backward, up and down in leaps
Partner work:	dance movements with another person
Repetition:	a movement or motif are repeated exactly for emphasis or to gain interest.
Rhythm:	being aware of the music that accompanies the dance , and moving at the same speed as the music
Routine:	sequence that doesn't vary
Space:	the area through which the dancer's body moves
Steps:	a sequence of foot movements that make up a particular dance
Stimulus/ stimuli:	source of ideas style: form and way of moving or dancing
Timing:	moving to the beat of the music or length of time of a routine
Turns:	rotation in movements

Can pupils control their bodies maintaining a still, balanced position?

Are pupils performing in character?

Can pupils make their movements big and exaggerated?

Do pupils perform like excellent dancers

Is there evidence of creativity?

Can pupils listen to others ideas?

Do pupils keep practising to improve their performance?

Can pupils include a change of level in their sequences

Can pupils consistently include flow in their movements?

Can pupils make improvements to another pairs' work?

Can pupils accurately assess another pairs' work?

Do pupils enjoy improving other pupils' performances?

Are pupils able to perform clear, bold, start and finish positions?

Can pupils perform as part of a big group?

Can pupils remain positive and support others?

Can pupils keep trying even when they make a mistake?

Can pupils include a change of speed?

Can pupils make effective evaluations of individual pairs' strengths and weaknesses

Are pupils able to work with less able pupils and create movement ideas for them to improve the quality of their work?

Can pupils perform the routine with accurate timing?