

P.E- Upper Key Stage two - Dance Yr5 and Yr6

<u>Pupils should be taught to:</u>	How we do this in Y5	How we do this in Y6	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>Develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>	<p>Continue to embed vocabulary already taught from years 3 and 4. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <p>Haka dance</p> <ul style="list-style-type: none"> - Introduce new key vocabulary as well as recapping vocab used in years 3/4 - Children to watch, review and replicate movements from a given model (video or teacher led) - Children should perform in unison for effect - Consideration should be given to the strength 	<p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <p>Bollywood dance</p> <ul style="list-style-type: none"> - Review key terminology from year 5 and introduce new key words - Children to copy and mirror movements in pairs - Children should explore and improvise ideas for dance working with a partner and in group, adapting and developing formations and patterns 	<p>Yr5</p> <p>All blacks Haka dance on youtube</p> <p>Visual prompts</p> <p>Cool down music on youtube</p> <p>Yr6</p> <p>warm up: https://www.youtube.com/watch?v=zodMlu0_Cfl</p> <p>Dance routine: https://www.youtube.com/watch?v=Ybc_1yyZXJw</p>	<p>Vocabulary Yr5 Haka, dance, move, dynamics, culture, cannon, sequence, unison, strong, repetition, hammer throw, discus, javelin, shot put, actions, movement, speed</p> <p>Vocabulary Yr6 Improvise, beat, tempo, march, contrast, miming, direction, dance phrase, pace, mirror, pathway, partner, footwork, step sequence, exaggeration, composition, timing</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>Please note pupils should be active a minimum of 80% of the session</p>

	<p>and speed of each movement, again thinking of the effect this will have</p> <ul style="list-style-type: none"> - Talk about the relationship between the dance and the accompaniment - Compose, develop and adapt motifs to make dance phrases and more longer complex dances - Use appropriate terminology to identify and describe their own and other's dances <p>CRM</p> <ul style="list-style-type: none"> - he/she can perform dance actions with control and expression. - he/she can choose his/her own dance steps and movements and then develop them into a routine. 	<ul style="list-style-type: none"> - Children can perform dances expressively, using a range of performance skills - Evaluate, refine and develop their own work - Explore dance movement ideas imaginatively, including actions, dynamics, space and relationships <p>CRM</p> <ul style="list-style-type: none"> - he/she can perform longer routines from memory adding expression and extension to his/her movements. - he/she can explore different styles of dance and develop short routines in a those styles. 			
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	<ul style="list-style-type: none"> - he/she can choreograph short routines to portray a particular mood or style. 			
<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess using video footage of each group's dance - Evaluate performance and suggest improvements - Explain how performance has developed/ improved on the audience 	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Explore how sequence was put together, focusing on effect and flow - Evaluate effectiveness of sequence, linking to music and transition of actions - Evaluate using appropriate technical vocabulary - Model suggested improvements - Act upon advice given, refining sequence 		