

**P.E- Lower Key Stage two - Dance Yr3 and Yr4**

<u>Pupils should be taught to:</u>	<b>How we do this in Y3</b>	<b>How we do this in Y4</b>	<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 KS1. 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> <ul style="list-style-type: none"> <li>- Introduce new key vocabulary using memorable hand gestures</li> <li>- Children to develop year 2 knowledge of still shapes and travelling movements</li> <li>- Children can watch and copy given movements and recall these as part of their dance sequence</li> <li>- Children to develop the</li> </ul>	<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> <ul style="list-style-type: none"> <li>- Recap on key vocabulary used in year 3</li> <li>- Children to observe and copy the still shapes from a stimulus</li> <li>- Develop travelling movements and using these to link still shapes together, incorporating different formations</li> <li>- Children to learn a</li> </ul>	<p><b>Yr3</b> ‘Mi Gente’ song (non-beyonce version): <a href="https://www.youtube.com/watch?v=kNPtunJP3bI">https://www.youtube.com/watch?v=kNPtunJP3bI</a></p> <p>Up-beat music for warm-ups and cool downs: Uptown funk: <a href="https://www.youtube.com/watch?v=0p5Clbtmd8M">https://www.youtube.com/watch?v=0p5Clbtmd8M</a> Light it up: <a href="https://www.youtube.com/watch?v=UNdg_Vh_U28">https://www.youtube.com/watch?v=UNdg_Vh_U28</a> No drama: <a href="https://www.youtube.com/watch?v=zDHcQGG3GPQ">https://www.youtube.com/watch?v=zDHcQGG3GPQ</a> We got love:</p>	<p><b>Vocabulary Yr3</b> Formation, canon, unison, chevron, sharp, strong, speedy, explosive, practise, perform, bow, statue, travel, star jump, tuck jump, kick, scissor kick, run,</p> <p><b>Vocabulary Yr4</b> Turn, stretch, levels, fast, slow, direction, improvisation, rehearse, slide, formation, freeze frame</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"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p>Please note pupils should be active a minimum of 80% of the session</p>

	<p>given movements by creating their own sequences to include in the whole group dance</p> <ul style="list-style-type: none"> <li>- Children to dance in a canon where one group perform first, followed quickly by the second</li> <li>- Develop the dance sequence by considering different formations for both whole class and small group sections</li> <li>- Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> <li>- Children to perform the dance from beginning to end, transitioning between whole class and paired parts of the dance</li> </ul>	<p>routine based on a motif, then repeat, rehearse and refine</p> <ul style="list-style-type: none"> <li>- Remember, practise and combine longer, more complex dance phrases</li> <li>- Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> <li>- Experiment with a wide range of actions, varying and combining spatial patterns, speed and tension</li> <li>- Evaluate dances performed, using a range of expressive language to describe the dance and suggest improvements</li> </ul> <p>CRM</p>	<p><a href="https://www.youtube.com/watch?v=CLjzIRfKDM">https://www.youtube.com/watch?v=CLjzIRfKDM</a></p> <p><b>Year 4</b> Pirates of the Caribbean theme:</p> <p><a href="http://www.youtube.com/watch?v=uO-LQqXd0fE">http://www.youtube.com/watch?v=uO-LQqXd0fE</a></p> <p>Main music: <a href="https://www.youtube.com/watch?v=MZhR7SmxpPI">https://www.youtube.com/watch?v=MZhR7SmxpPI</a></p> <p>warm ups: <a href="https://www.youtube.com/watch?v=XAYhNHxNOA&amp;feature=youtu.be">https://www.youtube.com/watch?v=XAYhNHxNOA&amp;feature=youtu.be</a></p> <p><a href="https://www.youtube.com/watch?v=XAYhNHxNOA&amp;feature=youtu.be">https://www.youtube.com/watch?v=XAYhNHxNOA&amp;feature=youtu.be</a></p>		
--	--	---	---	--	--

	<p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can perform basic dance actions with greater control over each element.</li> <li>- he/she can choreograph short routines in time with a given piece of music</li> <li>- he/she can explore different styles of dance and copy steps from them with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- he/she can choreograph motifs using repetition, direction, level, speed &amp; space</li> <li>- he/she can perform given routines from memory, performing all the elements in the correct order.</li> </ul>	<p><a href="http://outu.be">outu.be</a></p>		
<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"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements, focusing on partner work and linking of movements using key language</li> <li>- Explain how performance has developed/ improved</li> <li>- Build on sequence using</li> </ul>	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements</li> <li>- Compare sequences and how ideas can be used to develop a sequence</li> <li>- Explain how performance has developed/ improved,</li> </ul>			

	advice given	focusing on partner relationships and timing		
--	--------------	--	--	--

