

DANCE		YEAR 1	
LEARNING INTENTIONS:			
To perform basic body actions			
To use different parts of the body singly and in combination			
To show some sense of dynamic, expressive and rhythmic qualities			
To choose appropriate movements for dance ideas			
To remember and repeat simple dance phrases and routines			
To move with control			
To vary the use of space			
To describe how lungs and heart work during dance			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> ▪ To explore movement and respond imaginatively to a range of stimuli ▪ To move confidently and safely in their own and general space, using changes of speed, level and direction 	<ul style="list-style-type: none"> ▪ To compose and link movement phrases to make simple dances with clear beginnings, middles and ends ▪ To perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> ▪ To talk about dance ideas inspired by different stimuli ▪ To copy, watch, and describe dance movement 	<ul style="list-style-type: none"> ▪ To recognise how their body feels when still and when exercising
Teaching Activities:			
WEEK 1	Children copy and explore basic body actions, e.g. travel, jump, turn, gesture, stillness. Give them a range of stimuli e.g. words, poetry, pictures, sounds and objects and ask them to respond with different actions		
WEEK 2	Children to use different body parts to respond to stimuli e.g. jumping jacks (curled shapes to big jumps), long and wide jumps, wide eyes, wide fingers. Help the children to watch and describe actions and different qualities of movement. Ask them to describe what body actions they see and what body parts are being used. Ask them why they think particular actions have been chosen for a dance		
WEEK 3	Teach the children to copy movements and movement patterns, e.g. follow the leader's walking and skipping patterns. To develop their range of movements, encourage the children to watch and copy other people's dance actions. Help them to change the speed of their movement Encourage them to move in different directions and at different levels without bumping into other children		
WEEK 4	Children to choose some of the movements they have already explored and use them to make their own movement phrases. Help them to practise, link and repeat movements and movement phrases, emphasising the rhythmic and dynamic qualities e.g. swirling, spinning turns, softly melting, slowly sinking.		
WEEK 5	Teach children to show that they have clear starting and finishing positions, and to start and stop in a controlled way e.g. move and stop to a percussion instrument. Ask them to include simple changes of speed and teach them to move safely in and through the space. Encourage them to perform their movement phrases and short dances with control and accuracy.		
WEEKS 6 AND 7	Help the children to see how movements can show different moods, ideas and feelings. Encourage them to respond to different music. Teach the children to sit, watch each other dancing and talk about their dances. Encourage them to explain how the dances make them feel. Ask the children to talk about how they might be more expressive in their movement.		

WEEK 8	Talk to the children about what happens to their breathing when they are moving quickly and when they are standing still. Ask them where their heart is. Help them to describe what happens to their heartbeat after dance activities and when they are standing still.		
ALL OF THE OBJECTIVES FOR DANCE TO BE TAUGHT WITH LINKS TO THEME WORK (WHERE APPROPRIATE) AND THE CHOICE OF MUSIC IS LEFT TO THE TEACHER'S DISCRETION.			
DANCE		YEAR 2	
LEARNING INTENTIONS:			
To perform body action with control and co-ordination			
To express an idea by choosing movements to match a mood or feeling			
To link actions together			
To remember and repeat dance phrases			
To perform short dances, showing and understanding of expression			
To describe the mood, feelings and expressive qualities of dance			
To describe how dancing affects the body			
To know why it is important to be active			
To suggest ways in which performance could be improved			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> To explore, remember, repeat and link a range of actions with co-ordination 	<ul style="list-style-type: none"> To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; choosing and varying simple compositional ideas 	<ul style="list-style-type: none"> To watch and describe dance phrases and dances, and use what they learn to improve their own work 	<ul style="list-style-type: none"> To recognise and describe how different dance activities make them feel To understand the importance of warming up and cooling down
Teaching Activities:			
WEEK 1	Ask the children to talk about the moods, ideas and feelings inspired by different stimuli, e.g. weather, people, music, words, pictures. Select stimuli to work with and identify the moods and feelings associated with the stimuli. Talk to the children about why dance is a healthy activity. Ask the children to describe how their breathing, body temperature and heart rate change when they are moving quickly and standing still. Help them to understand the link between these changes when they are dancing at different speeds, rhythms and for different lengths of time. Teach the children to use appropriate stretching exercises to warm up and cool down.		
WEEKS 2 AND 3	Ask the children how different stimuli make them feel e.g. hot weather might make them feel sunny, hot, happy and lazy, while foggy weather might make them feel scared and lost. Ask the children to show and tell you what type of body actions they would use to explore these feelings. Encourage them to vary the speed, strength, energy and tension of their movements, and to use different levels and directions. They could also try working with a partner. Ask the children to describe actions, simple dynamic qualities and the way space is used in the dances they watch.		
WEEKS 4 AND 5	Ask the children to perform dance phrases with a clear beginning, middle and end. Help them to practise, link and repeat movements and phrases with control, co-ordination and an awareness of space. Teach them to use different dynamic and spatial qualities, e.g. travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner. Help them to link movements and dance phrases fluently.		
WEEKS 6 AND 7	Ask the children to describe how they feel when they see crashing waves or a wild storm. Help them to create and structure simple dance phrases based on these stimuli. Teach them to use actions with different directions, levels, speed and tension to interpret the mood and idea of the dance. Encourage them to use a range of appropriate language to describe how moods, ideas and feelings are expressed through different types of action and movement.		

WEEK 8	Ask the children to describe how they feel when listening to different music e.g. soft, calm classical music; loud, electronic beats; African drumming. Help them to make dance phrases that reflect the rhythmic and dynamic qualities of the musical phrases with control, co-ordination and an awareness of space. Teach them to use different dynamic and spatial qualities, e.g. travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner. Help them to link movements and dance phrases fluently.
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DANCE	YEAR 3
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LEARNING INTENTIONS:

- To improvise freely, translating ideas into movement
- To create dance phrases that communicate ideas
- To share and create dance phrases with a partner or in a small group
- To repeat, remember and perform phrases in a dance
- To use dynamic, rhythmic and expressive qualities clearly and with control
- To understand the importance of warming up and cooling down
- To recognise and talk about the movements involved in dance
- To suggest improvements to personal and corporate dances

Learning Objectives - Knowledge, Skills and Understanding:

Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> ▪ To improvise feely on their own and with a partner, translating ideas from a stimulus into movement 	<ul style="list-style-type: none"> ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups 	<ul style="list-style-type: none"> ▪ To describe and evaluate some of the compositional features of dances performed with a partner and in a group. ▪ To talk about how they might improve their dances 	<ul style="list-style-type: none"> ▪ To keep up activity over a period of time and know they need to warm up and cool down for dance

Teaching Activities:

WEEK 1	Ask the children to talk about a stimulus. Teach them to use language to describe it e.g. a machine might be jerky, circling, pushing, pulling, shaking. Help them to explore these action words through different movements. Teach the children some stretches they can use to warm up and cool down.
WEEK 2	Teach them to change the speed, strength and flow of their movements, and the way they use space, e.g. cogs and pistons might move with jerky body parts; fast turning actions from high to low; slow, smooth continuous circling actions. Encourage them to use their whole body and individual parts of the body.
WEEK 3	Teach them to work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting. Teach them how to recognise and describe canon and unison.

WEEKS 4 AND 5	Ask the children to create dance phrases from exploratory tasks e.g. show a machine breaking down by exploding, turning, landing and rolling. Help them to create longer phrases and link them together. Teach them to explore movements with a partner, working in unison and in canon. Encourage them to be aware of their partner when moving in and through space. Ask the children to practise and refine dance phrases. Encourage them to suggest how dances with a partner could be improved.
WEEKS 6 AND 7	Ask the children to create phrases that combine different actions and qualities e.g. slowly travelling backwards staying low; exploding into the air, collapsing, rolling, getting slower and slower then stopping. Help them to remember the order of dance phrases by talking them through the sequence. Ask them to use clear starting and finishing positions. Teach them to listen to the accompaniment. Listen to them talking about their ideas for dances.
WEEK 8	Perform and evaluate. When evaluating, help the children to use a range of descriptive language to describe dance e.g. for a fast-rising action - exploding, leaping, shooting, soaring, bursting; for a slowrising action - climbing, growing, expanding, spreading, floating.
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DANCE		YEAR 4	
LEARNING INTENTIONS:			
To respond imaginatively to a range of stimuli related to character and narrative			
To use and structure simple movement phrases individually, in pairs and in groups			
To refine, repeat and remember dance phrases and dances			
To perform dances clearly and fluently			
To show sensitivity to dance ideas			
To show a clear understanding of how to warm-up and cool down safely			
To describe, interpret and evaluate dance, using appropriate language			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> To explore and create characters and narratives in response to a range of stimuli 	<ul style="list-style-type: none"> To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative 	<ul style="list-style-type: none"> To describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> To know and describe what you need to do to warm up and cool down for dance
Teaching Activities:			
WEEK 1	Ask the children to look at different pictures and short pieces of film e.g. silent movies, and ask them to describe the movements used to create humour, horror, suspense and so on. Encourage them to draw on their experience of narrative and character in films, drama and stories.		
WEEK 2	Explore how to use actions, along with dynamic and spatial qualities, to communicate character and narrative e.g. expressing the character of Popeye might involve strong, powerful gestures and balances, boxing poses at different levels, exaggerated and stylised actions and gestures. Help the children to improvise, using a wide range of actions, dynamics, directions, levels and relationships.		

WEEKS 3 AND 4	Teach the children how to create dance motifs that bring out character and dramatic effect, e.g. a House of Fun character - giggle, giggle, stamp, stamp, kick, balance, tumble and splat! Teach them how to make motifs for different sections of a story. Encourage them to explore how to communicate character and narrative when moving on their own, with a partner and in a group. Ask them to suggest how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. Ask them to say how successful they think different motifs are in expressing the dance idea.
WEEKS 5, 6 AND 7	Help the children to sequence movement in a logical order. Ask them to think about the way they link motifs and sections. Teach the children to develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. Teach them the importance of keeping focused on the dance idea. Ask them to think about the way that movement material has been structured to get their ideas over through the dance. Encourage them to be aware of the people they are performing with as a group. Ask the children to focus on using shape, action, and dynamic and rhythmic phrasing more clearly in their dances.
WEEK 8	Perform and evaluate. Ask them to suggest how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. Ask them to say how successful they think different motifs are in expressing the dance idea.
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DANCE		YEAR 5	
LEARNING INTENTIONS:			
To compose motifs and plan dances creatively and collaboratively in groups			
To adapt and refine the way weight, space and rhythm are used in dances			
To perform different styles of dance clearly and fluently			
To organise personal warm-up and cool-down exercises			
To show an understanding of safe exercising			
To recognise and comment on dances, showing an understanding of style			
To suggest ways in which work can be improved			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group 	<ul style="list-style-type: none"> To compose dances by using, adapting and developing steps, formations and patterning from different dance styles To perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context 	<ul style="list-style-type: none"> To organise their own warm-up and cool-down activities to suit the dance To show an understanding of why it is important to warm up and cool down
Teaching Activities:			
WEEK 1	Ask the children to make up their own warm-up and cool-down sequences. Make sure that they know how to put together a safe series of exercises. Teach the children a range of ideas that help them to prepare for, and recover from, their dancing. Help them to understand that practising technique can help them warm up and help with areas of fitness, e.g. strength, body tone and flexibility.		

WEEK 2	Show the children pictures, videos, music, art objects and dress or costume from the time and place of the chosen dance style. Ask them to respond to the stimuli, and to explore ideas and improvise movements imaginatively. Talk to the children about the clothing or costume worn for the dance, and about its social and historical context. Ask them to think about how this might affect the way they perform the dance.
WEEK 3	Explore actions, gestures, body shapes, rhythms and travelling patterns that suit the style, e.g. Tudor - straight back, lifted head, small steps, arms held to body, pathways and stepping patterns; Flamenco - use of arms, hands, heels, clapping and stamping rhythms, flow of energy.
WEEKS 4 AND 5	Help the children to create motifs and develop phrases in the style, e.g. Tudor - a taught step pattern working with a partner, including meeting, parting, travelling side by side, turning round each other, moving in a figure of eight; Flamenco - clapping rhythms with hands, travelling pattern moving sideways, stamping feet, sweeping turns, arms arching overhead. Encourage the children to develop their dance phrases by varying shape, group size, directions and levels. Ask the children to think about the types of movement used for the dance and how the dance relates to its accompaniment. Teach them to describe different parts of the movements used. Encourage the children to talk about what the dance means to them and how to develop their technique and composition.
WEEKS 6, 7 AND 8	Show the children how to create and develop dance phrases on their own, with a partner and in small groups. Ask them to change, vary and develop actions, space, dynamics and relationships (how partners and groups position themselves), and to look at shape and patterning. Help them to copy and adapt different step patterns and gestures. Help the children to identify and make clear the dynamics of the movement, e.g. the speed and weight, and the spatial qualities of the movement, the way they fill space around them with their bodies, that are specific to the dance style. Teach the children to perform with clear starting and finishing positions. Encourage them to convey the mood and feeling of the dance. Help them to be sensitive to the musical accompaniment and to keep in time with it when performing. Ask the children to think about the effectiveness of the movements they have used, and the way they have ordered them, for a particular dance.
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DANCE		YEAR 6	
LEARNING INTENTIONS:			
To work creatively and imaginatively, independently and in groups/pairs			
To perform expressively and sensitively			
To perform dances fluently and with control			
To warm up/cool down independently			
To understand how dance can improve health			
To use appropriate criteria to evaluate work - both independently and for others			
To talk about dance with understanding, using appropriate language and terminology			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying	Acquiring and developing skills Selecting and applying
<ul style="list-style-type: none"> ▪ To explore, improvise and combine movement ideas fluently and effectively 	<ul style="list-style-type: none"> ▪ To create and structure motifs, phrases, sections and whole dances. ▪ Begin to use basic compositional principles when creating their dances 	<ul style="list-style-type: none"> ▪ To understand how a dance is formed and performed ▪ To evaluate, refine and develop their own and others' work 	<ul style="list-style-type: none"> ▪ To understand why dance is good for their fitness, health and well being ▪ To prepare effectively for dancing
Teaching Activities:			

WEEK 1	As the children to look at visual images and to talk about movement ideas inspired by the images, e.g. a dance video - movements used, style, structure, patterning; a sculpture - shape, texture, mood, line, form, colour, material. Teach them what to look for as they watch professional dance videos. Encourage them to use more than one stimulus to inspire their initial ideas and movements e.g. videos, pictures, music, books, materials from other curriculum areas. Ask the children to think about what muscles and joints work when they are performing different types of dance. Talk to them about how dancing helps to extend their range of movements.
WEEK 2	Explore and practise movement ideas inspired by their chosen stimulus. Help them to turn a number of ideas into dance phrases, taking into account actions, dynamics, space and relationships. Encourage them to improvise freely and to explore movement ideas until they create a variety of movements that show what they want to communicate. Teach the children how the movements reflect and use the music. Teach them how to perform their movements accurately and with a sense of rhythm.
WEEKS 3 AND 4	Ask the children to choose material for dance phrases or dances and to explain their choices. Help them to think about things they might include, e.g. in a group section - partner work, circle and straight-line formations, unison and canon, exaggerated jumps and gestures to make movements comic. Teach the children about musical phrasing and talk to them about how they can structure a dance. Ask them to listen to the accompaniment and help them to link their movements with the dance idea and the music. Listen to the music's expressive qualities and talk to the children about how the movements they use or the dance structure can be changed so that it fits the accompaniment better.
WEEKS 5 AND 6	Ask the children to plan a simple dance framework using different forms e.g. ABA, ABAC. Encourage them to create a motif to show the dance idea, developing its expressive qualities. Ask them how costumes, set design, props and accompaniment contribute to a dance. Teach them how to use costumes and set.
WEEKS 7 AND 8	Teach the children how to practise and refine their dances. Help the children to improve the way they use actions, expressive features and space in their own dances. Help them to become more aware of how they work with a partner and of group dynamics. Talk to them about what makes a good dancer. Help them to recognise how they need to work their bodies to improve their dancing. Talk to them about the sensory and expressive qualities of the dance.
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