

## YEAR 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dance	<p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly:</p> <p><b>Gross Motor Skills ELG</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Specific:</b></p> <p><b>Being Imaginative and Expressive ELG</b></p> <p>Perform songs, rhymes, poems and stories with others,</p>	<p><b>Copy, remember and repeat</b> actions</p> <p>Change the <b>speed</b> of their actions</p> <p>Change the <b>style</b> of their movements</p> <p>Create a short <b>movement phrase</b></p> <p>Use their own ideas</p>	<p>Create a short <b>motif</b> inspired by a <b>stimulus</b></p> <p>Change the <b>speed and level</b> of their actions</p> <p>Use simple choreographics devices such as <b>unison, canon and mirroring</b></p> <p>Use different <b>transitions</b></p> <p>Move in time to music</p> <p>Join a range of different movements together</p>	<p>Begin to <b>improvise</b> with a partner to create a simple dance</p> <p>Create <b>motifs</b> from different <b>stimuli</b></p> <p>Compare and adapt movements to create a larger sequence</p> <p>Use simple dance vocabulary to compare and improve work</p> <p>Perform with some <b>expression and rhythm</b></p>	<p>Identify and repeat the movement <b>patterns</b> and actions of a chosen dance style</p> <p><b>Compose</b> a dance that reflects the chosen dance style</p> <p><b>Improvise</b> with a partner or on their own</p> <p>Demonstrate some <b>precision and control</b></p> <p>Begin to vary <b>dynamics</b></p> <p>Demonstrate <b>rhythm and some spacial awareness</b></p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p><b>Compose</b> individual, partner and group dances that reflects the chosen dance style</p> <p>Show a change of <b>pace and timing</b> in their movements</p> <p>Demonstrate <b>spacial awareness</b></p> <p>Use <b>transitions</b> to link motifs smoothly together</p> <p>Ensure actions fit to the rhythm</p> <p>Modify parts of a sequence</p> <p>Use more complex dance vocabulary to compare and improve work</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p><b>Compose</b> individual, partner and group dances that reflects the chosen dance style</p> <p>Use <b>dramatic expression</b> in dance movements</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move <b>rhythmically</b> and accurately in dance sequences</p> <p><b>Improvise</b> with confidence</p> <p>Show a change of <b>pace</b> and timings in their movements</p> <p>Demonstrate a strong and controlled dance sequence</p>

	and – when appropriate try to move in time with music.						
<b>COMPOSITES</b>							
perform dances using a range of movement patterns							
<b>COMPONENTS</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>End Point</b>
	Can I move like an outcast/normal person with expression and creativity?	Can I create a motif of an outcast?	Can I perform as a character?	Can I distinguish between the different performers through clear movements and expression?	Can I extend our 'Circus Performance' incorporating props and apparatus?	Can I finalise and perform our circus routine?	Pupils will be able to perform a circus routine.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	CREATIVITY	CREATIVITY	PERFORMANCE	CREATIVITY	CREATIVITY	PERFORMANCE	
<b>SKILLS</b>	Identify and repeat the movement patterns and actions of a chosen dance style	Compose individual, partner and group dances that reflects the chosen dance style	Use transitions to link motifs smoothly together	Compose individual, partner and group dances that reflects the chosen dance style Use transitions to link motifs smoothly together Modify parts of a sequence	Use more complex dance vocabulary to compare and improve work Show a change of pace and timing in their movements	Compose individual, partner and group dances that reflects the chosen dance style Show a change of pace and timing in their movements Demonstrate spacial awareness Use transitions to link motifs smoothly together Use more complex dance vocabulary to compare and improve work	Identify and repeat the movement patterns and actions of a chosen dance style Compose individual, partner and group dances that reflects the chosen dance style Show a change of pace and timing in their movements Demonstrate spacial awareness Use transitions to link motifs smoothly together Use more complex dance vocabulary to compare and improve work
<b>KNOWLEDGE</b> <a href="#">PE Subject Organiser - Year 5 - Dance - The circus</a>	Pupils will perform accurately and convincingly in character with big bold actions.	Pupils will be able to distinguish between the different performers through clear	Pupils will perform accurately and convincingly in character with big bold actions.	Pupils will be able to distinguish between the different performers	Pupils will consolidate their ability to evaluate their own and others' performances.	group performance. Pupils will demonstrate life skills such as resilience and responsibility as	Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully

		movements and expression	Pupils can perform with flow and include a change of level and dynamic.	through clear movements and expression. Pupils will be able to perform their circus routine as part of a group	Pupils will apply effective decision making as they construct their sequence	they support others to improve and accept feedback on their own performances.	with others to execute their sequences and
<b>LESSON LINK</b>	Complete PE- Year 5 – Dance – The Circus	Complete PE- Year 5 – Dance – The Circus	Complete PE- Year 5 – Dance – The Circus	Complete PE- Year 5 – Dance – The Circus	Complete PE- Year 5 – Dance – The Circus	Complete PE- Year 5 – Dance – The Circus	
<b>PROGRESSIVE VOCABULARY</b>	repeat movement pattern action	repeat freeze motif expression	Character repeat exaggerated flow	Character repeat exaggerated flow sequence extend	Character repeat exaggerated flow sequence extend level speed pace	Character repeat exaggerated flow sequence extend level speed pace perform evaluate	Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>						Dance competition	
<b>END POINT</b>	The focus of the learning is for pupils to explore the social divide and prejudices that existed in the 19th century through movement	The focus of the learning is for pupils to demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation.	The focus of the learning is for pupils to create movements that represent a variety of different circus performers	The focus of the learning is to bring together the different characters and performers that would have formed a 19th Century (1850) circus.	The focus of the learning is to consolidate our performance utilising props and apparatus to extend characterisation and expression.	The focus of the learning is to finalise and perform our circus routine Pupils will be able to peer assess each others' work, making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character	