

YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dance (Space)	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly:</p> <p>Gross Motor Skills ELG</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>Specific:</p> <p>Being Imaginative and Expressive ELG</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Copy, remember and repeat actions</p> <p>Change the speed of their actions</p> <p>Change the style of their movements</p> <p>Create a short movement phrase</p> <p>Use their own ideas</p>	<p>Create a short motif inspired by a stimulus</p> <p>Change the speed and level of their actions</p> <p>Use simple choreographics devices such as unison, canon and mirroring</p> <p>Use different transitions</p> <p>Move in time to music</p> <p>Join a range of different movements together</p>	<p>Begin to improvise with a partner to create a simple dance</p> <p>Create motifs from different stimuli</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 expression and rhythm</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose a dance that reflects the chosen dance style</p> <p>Improvise with a partner or on their own</p> <p>Demonstrate some precision and control</p> <p>Begin to vary dynamics</p> <p>Demonstrate rhythm and some spacial awareness</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose individual, partner and group dances that reflects the chosen dance style</p> <p>Show a change of pace and timing in their movements</p> <p>Demonstrate spacial awareness</p> <p>Use transitions 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>Compose individual, partner and group dances that reflects the chosen dance style</p> <p>Use dramatic expression in dance movements</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move rhythmically and accurately in dance sequences</p> <p>Improvise with confidence</p> <p>Show a change of pace and timings in their movements</p> <p>Demonstrate a strong and controlled dance sequence</p>

COMPOSITES

perform dances using a range of movement patterns

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I respond to a stimulus whilst remaining in character?	Can I create a sequence of movements whilst remaining in character?	Can I create a sequence of movements with two contrasting characters?	Can I add emotion and drama to my sequence of movements?	Can I improve my sequence of movements using feedback from my peers?	Can I perform my sequence of movements?	Children will be able to perform a sequence of movements using a range of choreographic devices.
CONCEPTS Link to concept map	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	PERFORMANCE	
SKILLS	Improvise with a partner of on their own	Compose a dance that reflects the chosen dance style	Identify and repeat movement patterns and actions of a chosen dance style	Begin to vary dynamics	Demonstrate some precision and control Demonstrate rhythm and some special awareness	Demonstrate some precision and control Demonstrate rhythm and some special awareness	Children can perform a dance in character using dynamics, precision, rhythm and special awareness
KNOWLEDGE Dance (space).pdf	Children to portray character in their performance	Children to perform a set of sequenced steps	Children to perform a set of sequenced steps that use expression to portray contrasting characters	Emotion referring to the dancer's character feelings and circumstances, mood or relationship with others	To take on board feedback from peers	To show expressions and creativity through their choreography	Children will understand how to portray character, emotion and expression in their performance
LESSON LINK	Lesson 1.pdf	Lesson 2.pdf	Lesson 3.pdf	Lesson 4.pdf	Lesson 5.pdf	Lesson 6.pdf	
PROGRESSIVE VOCABULARY	character stimulus choreography creativity	character choreography sequence creativity	character choreography sequence creativity	character choreography sequence creativity emotion dynamics	character choreography sequence creativity precision control rhythm	character choreography sequence creativity precision control rhythm	Articulate and recognise subject specific vocabulary

CURRICULUM EXPERIENCES						The use of props in their performance	
END POINT	Children can respond to a piece of music about space with different movements	Children can create a sequence of movements whilst performing in a space character	Children can create a sequence of movements whilst performing in a two different space characters	Children can show a range of emotions in their sequence of movements	Children can listen to positive feedback and points to work on from their back and put them into action in their sequence of movements	Children to perform their sequence of movements in front of their peers	

