

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dance (Explorers)	<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: 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: 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 simple movement patterns.

COMPONENTS

COMPONENTS							
	1	2	3	4	5	6	End Point
	Can I perform a range of movements?	Can I add expression and emotion to my movements?	Can I work with a partner to develop my movements?	Can I perform movements in character?	Can I extend my sequence of movements?	Can I perform my sequence of movements?	Children will be able to perform a sequence of simple movements including co-ordination, control and drama.
CONCEPTS Link to concept map	CREATIVITY	CREATIVITY	CREATIVITY	PERFORMANCE	CREATIVITY	PERFORMANCE	
SKILLS	Create a short motif inspired by a stimulus	Change the speed and level of actions	Join a range of different movements together in unison	Join a range of different movements together using transitions	Join a range of different movements together using cannon	Apply knowledge of unison and cannon to perform a sequence of movements in time with the music	Join a sequence of movements together using simple choreographic devices of cannon , transition and unison
KNOWLEDGE Dance Explorers.pdf	Pupils can move and respond to a piece of music	Pupils can move and respond to a piece of music with appropriate emotion and expression	Pupils can work in collaboration with someone else	Pupils can perform in character	Pupils can extend their sequence of movements using cannon	Pupils can perform in character	Children will be able to create their own sequence of movements that represent an explorer whilst expressing emotion
LESSON LINK	Lesson 1.pdf	Lesson 2.pdf	Lesson 3.pdf	Lesson 4.pdf	Lesson 5.pdf	Lesson 6.pdf	
PROGRESSIVE VOCABULARY	control co-ordination rhythm speed	expression emotion motif	expression emotion motif	expression emotion character sequence	expression emotion character sequence	expression emotion character sequence unison cannon	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES						Children perform dance sequence to another class or phase leader	
END POINT	Children will be able to perform movements that represent an explorer preparing for an expedition.	Children will be able to create a frozen position to show expression and emotion.	Children will be able to develop their sequence of movements by performing in unison and using different elements of choreography.	Children will be able to add further movements to their sequence that reflect an explorer travelling through a jungle.	Children will be able to combine their sequences with a partner using cannon to explore the relationship between an	Children will be able to perform their sequences in their pairs using unison and cannon.	

					explorer and a wild animal.		
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BIRCHINGTON



CHURCH OF ENGLAND PRIMARY