

Dance Skills KS2 Progression Map

Year 3	Year 4	Year 5	Year 6
<p>Dance unit 1: Who am I & The language of dance</p> <ul style="list-style-type: none"> • Use contrasting levels (high and low movements) • Improvise • Interpret words into movements and gestures (word cards p152) • Explore different types of jump (hop, leap, 2 feet to 2 feet, 1 foot to 2 feet etc.) • Explore different ways of turning on different body parts and at different speeds • Explore different ways of travelling responding to vocabulary • Create a dance that links the skills practiced. Be able to repeat, practice and perform 	<p>Dance unit 1: These shoes are made for walking, Giraffes can't dance</p> <ul style="list-style-type: none"> • Explore gesture and travel to convey a characters • Work with a partner to create a short sequence that includes 'follow my leader' and mirroring • Use curled and stretched shapes on the spot and on the move (extending to exaggerate shapes) • Explore turning movements at different levels and speeds • Demonstrate mood and feelings- sad gestures and movements • Structure a dance with a partner that has different sections linked to different moods and feelings 	<p>Dance unit 1: Rubbish</p> <ul style="list-style-type: none"> • Make shapes and movements using visual stimuli • Travel maintaining a shape • Work in small groups to develop movements • Create ways of transport other members of the group • Explore different formations • Use different relationships with the group (including unison, mirroring & canon) • Link dance phrases together, remembering, repeating and performing • Use props to create a short phrase with a partner <p>Perform and improve a dance based on phrases practiced through the unit</p>	<p>Dance unit 1: World of Sport</p> <ul style="list-style-type: none"> • Learn and repeat a phrase of movements • Work in a small group to extend learnt phrase • Perform in formation. Communicate meaning (strong and powerful) • Explore travelling at speed with a group (including travelling towards, around, meeting/avoiding p39) • Contrast with slow rolls and turns • Use freeze frame group shapes. Link this smoothly into another phrase • Use a canon to create a 'game' motif (e.g. kicking, passing, catching) • Create Group/class motifs for victory and defeat <p>Structure and combine phrases into a dance to perform</p>
<p><u>Learning Objectives</u> Who am I LO Lesson 1: Use contrasting levels (high and low movements). Improvise freely The Language of Dance LO Lesson 2: Explore different types of jump (hop, leap, 2 feet to 2 feet, 1 foot to 2 feet etc.)</p>	<p><u>Learning Objectives</u> These shoes are made for walking LO Lesson 1: Explore gesture and travel to convey a characters LO Lesson 2: Work with a partner to create a short sequence that includes 'follow my leader' and mirroring Giraffes can't dance</p>	<p><u>Learning Objectives</u> <i>NB You will need to source resources before you start teaching this unit p68</i> LO Lesson 1: Make shapes and movements using visual stimuli. Travel maintaining a shape. LO Lesson 2: Work in small groups to develop movements. Create ways of transport other members of the group</p>	<p><u>Learning Objectives</u> <i>ICT needed to show Haka</i> LO Lesson 1: Learn and repeat a phrase of movements. Work in a small group to extend learnt phrase LO Lesson 2: Perform in formation. Communicate meaning (strong and powerful) LO Lesson 3: Explore travelling at speed with a group including travelling</p>

<p>LO Lesson 3: Explore different ways of turning on different body parts and at different speeds LO Lesson 4: Interpret words into movements and gestures (word cards p152). Link to create a short phrase. LO Lesson 5: Explore different ways of travelling responding to vocabulary Next, use Lesson 7 from Val Sabin rather than Lesson 6 LO Lesson 6: Create a dance that links the skills practiced. Be able to repeat, practice and perform. Appendices have vocabulary cards for this unit on p151</p>	<p>LO Lesson 3: Use curled and stretched shapes on the spot and on the move (extending to exaggerate shapes) LO Lesson 4: Explore turning movements at different levels and speeds LO Lesson 5: Demonstrate mood and feelings-sad gestures and movements LO Lesson 6: Structure a dance with a partner that has different sections linked to different moods and feelings Appendices have resources for this unit on p153</p>	<p>LO Lesson 3: Explore different formations. Use different relationships with the group (including unison, mirroring & canon) LO Lesson 4: Explore different formations. Use different relationships with the group (including unison, mirroring & canon) LO Lesson 5: Use props to create a short phrase with a partner LO Lesson 6: Perform and improve a dance based on phrases practiced through the unit Appendices have resources for this unit on p152</p>	<p>towards, around, meeting/avoiding (Examples on p39). Contrast with slow rolls and turns. LO Lesson 4: Use freeze frame group shapes. Link this smoothly into another phrase LO Lesson 5: Use a canon to create a 'game' motif (e.g. kicking, passing, catching). Create Group/class motifs for victory and defeat LO Lesson 6: Structure and combine phrases into a dance to perform Appendices have resources for this unit on p151</p>
<p><u>Vocabulary</u> Space, Repetition, Action and reaction Pattern, Explore, create, repeat, copy Choose, practice, link, Describe, observe Direction, Speed, Travel. Turn, jump Wide, thin, stretched, curled, Plod, leap, dash, creep, dawdle, stroll, Whirl, twirl, spiral, revolve, Hover, linger, perch</p> <p>Sequence, Personal space, General Space, Perform, Stimuli/stimulus Body actions, Body parts-individual, combinations and whole body Rhythm, Travel, Stillness Levels-high and low, follow my leader, side by side, mirror, gesture</p>	<p><u>Vocabulary</u> Space, Repetition, Action and reaction Pattern, Explore, create, repeat, copy Choose, practice, link, Describe, observe Direction, Speed, Travel. Turn, jump Wriggling, sinking, rolling, floppy, taught exaggerate</p> <p>Sequence, Personal space, General Space, Perform, Stimuli/stimulus Body actions, Body parts-individual, combinations and whole body Rhythm, Travel, Stillness Levels-high and low, follow my leader, side by side, mirror, gesture, Composing, Recognising, Mood, feeling Movement, Motif, Phrase,</p>	<p><u>Vocabulary</u> Space, Repetition, Action and reaction Pattern, Explore, create, repeat, copy Choose, practice, link, Describe, observe Pattern, Rhythm, Control, Props, Formation</p> <p>Dance style, Technique, Variation Sequence, Personal space, General Space, Perform, Bases (for lifts) Stimuli/stimulus, Rhythm, Travel Stillness, Levels-high and low, Gesture Matching, mirroring, meeting & parting, travelling towards, around, leading and following, question & answer, Canon, unison, Contrasting,</p>	<p><u>Vocabulary</u> Space, Repetition, Action and reaction Pattern, Explore, create, repeat, copy Choose, practice, link, Describe, observe Pattern, Rhythm, Precise, Intimidating, aggressive, collaborate</p> <p>Haka, Dance style, Technique, Variation Sequence, Personal space, General Space, Perform, Bases (for lifts) Stimuli/stimulus, Rhythm, Travel Stillness, Levels-high and low, Gesture Matching, mirroring, meeting & parting, travelling towards, around, leading and following, question & answer, Canon, unison, Contrasting,</p>

	Extend	surrounding, under, over, between or through, Phrase, movement, motif Extension, balance, body tension	surrounding, under, over, between or through, Phrase, movement, motif Extension, balance, body tension, Formation, Dynamics –time, weight, space & flow, Express, communicate
--	---------------	---	--

Skills. *These units aim to:*

A) *Use movement imaginatively that responds to stimuli. The movement can be linked to six basic body actions:*

1. Travelling 2. Being still 3. Making a shape 4. Jumping 5. Turning 6. Gesturing

B) *Encourage them to change the rhythm, speed, level and direction of these movements*

C) *Create and perform by copying, remembering and linking their own and others' movements, patterns and motifs. Within this there are relationships with partners. For example:*

1. Matching 2. Mirroring 3. Meeting & Parting 4. Travelling towards, around 5. Leading and following 6. Question & answer 7. Canon 8. Unison
9. Contrasting 10. Surrounding 11. Under, over, between or through

D) *Express and communicate ideas and feelings*



CURRICULUM AREA: PE Gymnastics

Healthy hearts and happy minds

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject Content

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should

develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Mount Charles School progression map

In KS2 children will be taught the following units during the year:

- Athletics,
- Dance,
- Games,
- Outdoor & Adventurous,
- Gymnastics
- Swimming