

St Mary's PE

Dance Scheme of Work, Class 3.

Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

Key Skills

- Physical: performing a variety of dance actions
- Physical: using canon, unison, formation, dynamics, character, structure, space
- Physical: balance
- Physical: control

- Physical: technique
- Social: collaboration
- Social: consideration
- Social: inclusion
- Social: respect
- Emotional: empathy
- Emotional: confidence
- Thinking: observing and providing feedback
- Thinking: selecting and applying skills

Learning Objective

LESSON 1	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.
LESSON 2	THEME: The Spy To choose actions which relate to the theme.

LESSON 3	THEME: The Spy To develop a dance using matching and mirroring.
LESSON 4	THEME: Carnival To learn and create dance moves in the theme of carnival.
LESSON 5	THEME: Carnival To develop a carnival dance using formations, canon and unison.
LESSON 6	THEME: Carnival To develop a dance phrase and perform as part of a class performance.
LESSON 7	THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.

LESSON 8	THEME: States of Matter To use actions, dynamics, space and relationships to represent a states of matter.
LESSON 9	THEME: States of Matter To order and structure phrases to create a dance performance.
LESSON 10	THEME: The Twist To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm.
LESSON 11	THEME: The Twist To learn and perform a partner dance in a 1960s style.
LESSON 12	THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.

Assessment Criteria

CLASS 3

I can choose actions and dynamics to convey a character or idea.

I can copy and remember set choreography.

I can provide feedback using appropriate language relating to the lesson.

I can respond imaginatively to a range of stimuli relating to character and narrative.

I can use changes in timing and spacing to develop a dance.

I can use counts to keep in time with others and the music.

I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.

I show respect for others when working as a group and watching others perform.

Links to the National Curriculum

ENGLISH

Learning of key vocabulary - stimulus,
dynamics, formations, canon, unison,
relationships

Understand and follow instructions

Communication with a partner and group to
express an idea

MATHS

Counting to stay in time with music and a group

Using distances to create accurate formations

MUSIC

Exploring rhythm

Counting music to create movement

SCIENCE

Exploring states of matter and expressing an
understanding through movement

Health and Safety

For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.