

Birchwood Physical Education Curriculum Map: Dance



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
Reception - spring 1	<p>Spring 1- Dance until you drop</p> <ul style="list-style-type: none"> -Know that having a PE kit is needed for dance sessions. -Know that a warm up is required before every dance session. -Know that dance is when your body moves to music. -Know that your dance can be fast or slow. -Know that copying movements can improve your dances. -Know that dances can be performed alone or within a group/ pair. -Know that a sequence is a collection of movements in an order. 	<p>Spring 1- Dance until you drop</p> <ul style="list-style-type: none"> -Have clothes to change into for dance lessons. -Warm body up appropriately before each session. -Explore how your body moves to music. -Identify that when music is faster our movements get faster too. -Identify when music is slower that movements are slower. - Discuss the meaning of a sequence and begin to build upon it, adding more dance moves to the sequence each week. -Follow the teachers' movements, and copy them. (arms waving, legs stepping, hands waving) -Perform a dance with partner adding own moves to the sequence. 	<p>Move, repeat, fast, slow, arms, legs, hands, sequence, body, music,</p>	<ul style="list-style-type: none"> -I'm a little teapot song -Wheels on the bus song -Head shoulders knees and toes song. -Hokey Cokey song -Here we go around the mulberry bush song
Reception – summer 1	<p>Summer 1- Dance Like and African</p> <ul style="list-style-type: none"> -Know that having a PE kit is needed for dance sessions. -Know that a warm up is required before every dance session. -Know that dance is when your body moves to music. -Know that a sequence is a collection of movements in an order. -Know that the basic move requires children to bend their knees and shake their hips. 	<p>Summer 1- Dance Like and African</p> <ul style="list-style-type: none"> -Have clothes to change into for dance lessons. -Warm body up appropriately before each session. -Explore how your body moves to music. -Recap the meaning of a sequence and begin to build upon it, adding more dance moves to the sequence each week. - Follow the teacher and copy the African moves bend knees shake hips, know this is the basic move in the African dancing. - Explore new moves each week to add to their sequence. 	<p>Bend knees, shake hips, bounce, kick legs, Round, up, down, together, sequence</p>	<p>https://www.youtube.com/watch?v=aogNWORL_i0</p> <p>https://www.youtube.com/watch?v=4hPCuMfMv50</p>
Year 1	<p>Autumn 1- Dance and performance</p> <ul style="list-style-type: none"> -Know how to repeat shapes and pattern. -Know how to follow the leader's movements (e.g. walking, skipping, jumping). -Know how to change direction. 	<p>Autumn 1 - Dance and performance</p> <ul style="list-style-type: none"> -Describe how the body feels before, during and after exercise. -Copy and repeat shapes and patterns. -Follow the leader's movements (e.g. walking, skipping, jumping, swirling, spinning, turns, sinking movements). -Change direction while travelling. 	<p>Copy, repeat, shape, pattern, movements, swirling, spinning, sinking.</p>	<p>Hokey Cokey- https://www.youtube-nocookie.com/embed/VdZZYipe2w&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start=</p> <p>Follow the leader – https://www.youtube.com/watch?v=F8dFtxQMXX0</p> <p>Cha Cha Slide - https://www.youtube.com/watch?v=1gMUbEAUfw</p>

	<p>Summer 1 - Brazilian Samba</p> <ul style="list-style-type: none"> -Know that samba is a type of dancing performed at the Rio Carnival. -Know how to effectively join movements together to create a short simple sequence. 	<p>Summer 1 - Brazilian Samba</p> <ul style="list-style-type: none"> -Describe how the body feels before, during and after exercise. -Begin to improvise independently to create a simple dance by moving to stimuli (carnival dancing) with different actions. -Justify choices in movement (I want to _____ because _____). -Link movements together and explain my choice (skip, turn, sidestep between movements). -Link my own created movements to a known stimulus (Rio Carnival Dance). 	<p>Samba, improvise, stimuli.</p>	<p>Rio carnival videos</p> <p>Music https://www.youtube-nocookie.com/embed/yZWPYGbcVR8?playlist=yZWPYGbcVR8&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start=</p> <p>https://www.youtube.com/watch?v=x_8v6ffvkXc</p>
<p>Year 2</p>	<p>Spring 1 – Dances for different moods</p> <ul style="list-style-type: none"> -Know how to use different levels in a dance. -Know that music can express emotions -Know what a starting and finishing position is. <p>Summer 1– Dance to tell a story (pirates)</p> <ul style="list-style-type: none"> -Know how to link movements fluidly. -Know that a transition comes between different movements. -Know how the speed of a dance can change with the pace of the music. 	<p>Spring 1 - Dances for different moods</p> <ul style="list-style-type: none"> -Recognise and describe how the body feels during and after different physical activities. -Create a short motif inspired by a stimulus (music) in a group with adult support. -Use different levels in a dance. -Use a piece of music and move appropriately to it. e.g. using simple emotions inferred from the music (happy = upbeat/fast movements, sad = slow). -Justify why they have chosen certain movements. -Show a starting and finishing position. <p>Summer 1 – Dance to tell a story (pirates)</p> <ul style="list-style-type: none"> -Recognise and describe how the body feels during and after different physical activities. -Link all known movements fluidly: without a pause. -Use different transitions within a dance motif (considering the movement of arms and legs to match the mood of the music). -Use a change in speed to emulate the change in a piece of music or a story. -Perform dances using simple movement patterns -Perform their own composition with fluidity from start to finish. 	<p>Levels, emotions, movements, starting position, finishing position.</p> <p>Transition, speed, fluidly.</p>	<p>Videos of dances with different moods. Music to show different moods.</p> <p>Music and video stimuli of a pirate ship.</p> <p>https://www.youtube.com/watch?v=oe_HDfdmnaM</p>
<p>Year 3</p>	<p>Autumn 1- Contemporary dance to tell a story – New York scenes</p> <ul style="list-style-type: none"> -Know what the words improvise, mirroring and unison mean. -Know that dances often involve moving to a beat. - Know that dance can be used to tell a story. 	<p>Autumn 1 – Contemporary dance to tell a story – New York scenes</p> <ul style="list-style-type: none"> -Recognise and describe the effects of exercise on the body (increased heart rate, feeling warmer, building healthy bodies). -Explain why it is important to warm up and cool down. -Improvise freely on my own and with a partner for a simple dance. -Create motifs/ freeze frames from a story stimuli. -Use simple choreographic devices to create a dance to tell a story. -Perform with some awareness of the beat and spatial awareness. -Watch, describe and evaluate the effectiveness of a performance. 	<p>Improvise, freeze frame, contemporary, beat.</p>	<p>Music, videos of a story showing travellers arriving in New York and seeing the sights. Video of a baseball game etc.</p> <p>Video in resources folder.</p>

	<p>Summer 1 -Greek Dancing</p> <ul style="list-style-type: none"> -Know that line dancing is a style of dance. -Know that Zorba is a Greek Dance. -Know what the words improvise, mirroring and unison mean. -Know how to perform using mirroring and unison. 	<p>Summer 1- Greek Dancing</p> <ul style="list-style-type: none"> -Recognise and describe the effects of exercise on the body (increased heart rate, feeling warmer, building healthy bodies). -Explain why it is important to warm up and cool down. -Perform line dances and Greek dancing in unison, following a routine. -Compare, develop and adapt movement and motifs to create longer dances in a Greek style. -Perform with some awareness of the beat, keeping in time with others. -Watch, describe and evaluate the effectiveness of a performance. 	<p>Improvise, mirroring, unison.</p>	<p>https://www.youtube.com/watch?v=5iR2bO9vEUc</p> <p>https://www.youtube.com/watch?v=kG12C1oX5Eo</p>
<p>Year 4</p> <p>Dance and Performance</p>	<p>Autumn 2 - South African Gumboot Dancing</p> <ul style="list-style-type: none"> - Know that gumboot dancing originated in South Africa. - Know some reasons for warming up and cooling down (to prevent injury and allow the body to recover). - Know and perform in unison. <p>Spring 2 Jazz Dance (focus on unison)</p> <ul style="list-style-type: none"> - Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know how to compose a dance and then perform in unison. - Know and apply dance vocabulary. 	<p>Autumn 2- South African Gumboot Dancing</p> <ul style="list-style-type: none"> -Describe how the body reacts at different times and how this affects performance (stretching, movement, freezing). -Explain why exercise is good for your health. -Identify and repeat the movement patterns and actions of gumboot dancing (clapping, stamping and clapping in unison). Vary dynamics and develop actions with a partner or as part of a group. -Dance in time to the tempo of the music, alongside a partner or group. -Perform and apply skills and techniques with control and accuracy. <p>Spring 2 Jazz Dance (focus on unison)</p> <ul style="list-style-type: none"> - With a partner/in a group compose a dance that reflects the chosen dance style using unison. - Demonstrate precision, control and fluency in the dance. - Continually demonstrate rhythm and spatial awareness. - Modify my performance and that of others as a result of observation and self-evaluation. - Use simple dance vocabulary when comparing and improving work. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<p>Dance style, Gumboot Dance, unison, rhythm, spatial awareness, control.</p> <p>Dance style, Gumboot Dance, unison, rhythm, spatial awareness, control, accuracy, compose, evaluate</p>	<p>https://www.youtube.com/watch?v=fYYYmWvhAI</p> <p>Music</p>
<p>Year 5</p> <p>Dance and Performance</p>	<p>Autumn 2 – Hip-hop Dance (focus canon)</p> <ul style="list-style-type: none"> - Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise. - Know what canon means and how to use it in a dance. - Know how to use transitions effectively and smoothly. 	<p>Autumn 2 – Hip-hop Dance (focus canon)</p> <ul style="list-style-type: none"> - Improvise freely in small groups to create own longer, more complex motifs from different stimuli to music. - Use simple choreographic devices such as canon. - Use transitions to link motifs smoothly together. - Perform with an awareness of rhythm and space. - Watch, describe and evaluate the effectiveness of a performance. - Modify parts of a sequence as a result of self and peer evaluation. - Choose and use criteria to evaluate own and others' performances. 	<p>Motif, canon, rhythm, space, self and peer evaluation.</p>	<p>Music</p>

	<p>Spring 2 – Ceremonial dance - Haka</p> <ul style="list-style-type: none"> - Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise. - Know what the Haka is and why people perform it. - Understand pace and timing in the context of dance. 	<p>Spring 2 – Ceremonial dance - Haka</p> <ul style="list-style-type: none"> - Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual and partner dance that reflect the chosen dance style. - Ensure their actions fit the rhythm of the music. - Show a change of pace and timing in their movements. - Demonstrate imagination and creativity in the movements they devise in response to stimuli. - Improvise with confidence, still demonstrating fluency across the sequence. - Choose and use criteria to evaluate own and others' performances. 	<p>Haka, rhythm, pace, timing, imagination, creativity, stimuli.</p>	<p>https://www.youtube.com/watch?v=BORnyN5n3Cl</p>
<p>Year 6</p> <p>Dance and Performance</p>	<p>Autumn 2 – Swing Dances inspired by WWII – (Charleston and Lindy-hop)</p> <ul style="list-style-type: none"> - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. - Understand why exercise is good for health, fitness and wellbeing. - Know ways they can be healthier. - Understand what rhythmically means. - Know the different dance styles; Charleston, Lindy hop and Rock and Roll. - Understand how to ensure smooth transitions to perform a fluent sequence. <p>Summer 2 - Dance in a musical/tell a story.</p> <ul style="list-style-type: none"> - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. - Understand why exercise is good for health, fitness and wellbeing. - Know ways they can be healthier. - Understand what the term dramatic expression means. 	<p>Autumn 2 – Swing Dances inspired by WWII – (Charleston and Lindy-hop)</p> <ul style="list-style-type: none"> - Perform and create motifs in a variety of dance styles with accuracy and consistency. - Identify and repeat the movement patterns and actions of a chosen dance style. - Dance with fluency and control, linking all movements and ensuring transitions flow. - Show a change of pace and timing in their movements. - Move rhythmically and accurately in dance sequences. - Offer constructive self and peer evaluation. - Modify some element of a sequence as a result of self-peer evaluation. - Explain why they have used particular skills or techniques, and the effect they have had on their and others' performance. <p>Summer 2 – Dance in a musical/tell a story.</p> <ul style="list-style-type: none"> - Compose individual, partner and group dances that reflect the chosen dance style with the required style in relation to the stimulus (levels, ways of travelling and motifs). - Use dramatic expression in dance movements and motifs. - Perform and apply a variety of skills and techniques confidently, consistently and with precision. - Offer constructive self and peer evaluation. - Modify some element of a sequence as a result of self-peer evaluation. - Explain why they have used particular skills or techniques, and the effect they have had on their and others' performance. - Suggest ways to improve quality of performance showing sound knowledge and understanding and correct vocabulary. 	<p>Dramatic expression, rhythmically, dance styles; Charleston, Lindy hop and Rock and Roll.</p> <p>Compose, levels, travelling, dramatic expression, self and peer evaluation.</p>	<p>Music</p> <p>Music - dependent on the end of year production.</p>