

<b>Year 5 Dance</b> <b>Curriculum Link:</b> <b>Perform dances using a range of movement patterns</b>		
Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
<p>Subject Name: <b>PE</b>            Year Group: <b>5</b>            Term: <b>1 (H1)</b>            Unit Name: <b>Dance</b></p> <p><b>Spiritual Development</b>            Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development.            John 1:2 Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.</p>	<ul style="list-style-type: none"> <li>• Compose longer dance sequences in a small group.</li> <li>• Begin to identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• Link most movements together smoothly.</li> <li>• Demonstrate rhythm and spatial awareness.</li> <li>• Improvise on their own or with a partner.</li> <li>• Begin to vary dynamics and develop actions and motifs in response to stimuli.</li> <li>• Adapt/modify parts of dance as a result of self and peer evaluation and begin to link this to the stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation to improve performance.</li> </ul>
Big Ideas	Year 5 Learning	Health and Fitness & Preparation
<p>Perform dances using a range of movement patterns and link actions and sequences of movement.</p>	<ul style="list-style-type: none"> <li>• <b>To be able to compose partner and group dances that reflect the chosen dance style.</b></li> <li>• <b>To know how to identify and repeat the movement patterns and actions of a chosen dance style.</b></li> <li>• <b>To be able to use transitions to link all movements, demonstrating fluency and control across some/most of the sequence.</b></li> <li>• To be able to ensure their actions fit the rhythm of the music and show a change of pace and timing in their movements.</li> <li>• To improvise with confidence, still demonstrating fluency across some of the sequence.</li> <li>• To demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the reasons for warming up and cooling down and lead own warm-ups and cool downs with support.</li> <li>• Explain why exercise is good for health, fitness and wellbeing and make some links to ways we can become healthier.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To adapt/modify parts of dance as a result of self and peer evaluation to better suit the stimulus.</li></ul> |  |
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Key Information	Learning	Key PE Skills
<b>Vocabulary</b>	<b>Future Learning:</b>	<b>Evaluation and Communication</b>
co-ordination unison mirroring transition sequence canon expression rhythm levels choreography shape	<ul style="list-style-type: none"> <li>• Compose partner and group dances that accurately reflect the chosen dance style.</li> <li>• Identify and accurately repeat the movement patterns and actions of a chosen dance style.</li> <li>• Use transitions to link all movements, demonstrating fluency and control across most/all of the sequence.</li> <li>• Move rhythmically and accurately in dance sequences and show a change of pace and timing in their movements.</li> <li>• Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>• Improvise with confidence, still demonstrating fluency across most of their sequence.</li> <li>• Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li> <li>• Accurately adapt/modify parts of dance as a result of self and peer evaluation to better suit the stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances of themselves and others - link this to how this has supported modifying their skills and techniques to improve over time and offer improvements to others.</li> <li>• Use communication skills to illustrate what they are doing and respond to others to begin to improve team play.</li> </ul>
<b>Glossary</b>		
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