

Year 6 Dance		
Curriculum Link: Perform dances using a range of movement patterns		
Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
<p>Subject Name: PE Year Group: 6 Term: 1 (H1) Unit Name: Dance</p> <p>Spiritual Development 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"> • Compose partner and group dances that reflect the chosen dance style. • Identify and repeat the movement patterns and actions of a chosen dance style. • Use transitions to link all movements, demonstrating fluency and control across some/most of the sequence. • Ensure their actions fit the rhythm of the music and show a change of pace and timing in their movements. • Improvise with confidence, still demonstrating fluency across some of the sequence. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Adapt/modify parts of dance as a result of self and peer evaluation to better suit the stimulus. 	<ul style="list-style-type: none"> • Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation and tactics to improve performance.
Big Ideas	Year 6 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"> • To be able to compose partner and group dances that accurately reflect the chosen dance style. • To identify and accurately repeat the movement patterns and actions of a chosen dance style. • To use transitions to link all movements, demonstrating fluency and control across most/all of the sequence. • To move rhythmically and accurately in dance sequences and show a change of pace and timing in their movements. • To demonstrate strong and controlled movements throughout a dance sequence. • To improvise with confidence, still demonstrating fluency across most of their sequence. • To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. 	<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down and begin to select appropriate warm-ups and cool downs in relation to the physical activity taking place. • Explain why exercise is good for health, fitness and wellbeing and know ways we can become healthier.

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| | <ul style="list-style-type: none">• To be able to accurately adapt/modify parts of dance as a result of self and peer evaluation to better suit the stimulus. | |
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Key Information	Learning	Key PE Skills
Vocabulary	Future Learning:	Evaluation and Communication
co-ordination unison mirroring transition sequence canon expression rhythm levels choreography shape	<ul style="list-style-type: none"> • KS3: <ul style="list-style-type: none"> • Build on and embed the physical development and skills learnt in Key Stages 1 and 2. • Become more competent, confident and expert in their techniques. • Understand what makes a performance effective. • Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life. • Understand and apply the long term health benefits of physical activity. 	<ul style="list-style-type: none"> • Watch or describe performances of themselves and others, and effectively and thoroughly evaluate what went well, what skills or techniques to practice and how that leads to improvements in performance for themselves and others. • Use communication skills to illustrate what they are doing and respond to others to improve team play.
Glossary		
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