

MOVING EDSTART

Year 5 - Dance Unit of Work

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- **Work creatively and imaginatively, independently and in groups/pairs**
- **Repeat, remember and perform phrases in a dance**
- **Work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting**
- **Use and structure simple movement phrases individually, in pairs and in groups**
- **Perform dances fluently and with control in front of others**
- **Choreograph a small group dance and show different creative ideas each week**
- **Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns**
- **Warm up/cool down independently**

Learning Objective

Learning Outcomes

- 1 To introduce working to a regular beat and explore different movement patterns**

Children can:

- Work creatively and imaginatively
- Use fundamental shapes/movements (Jog, jump, hop and balancing)
- Try to explore a variety of different movement patterns in time to the music

- 2 To introduce and develop a short sequence with a partner**

Children can:

- Creatively and imaginatively, independently and in pairs
- Use and structure simple movement patterns individually and in pairs
- Link actions (Simple dance routine in pairs or small group)
- Perform dances fluently and with control

- 3 To practice and perform a dance sequence to a regular beat**

Children can:

- Watch and understand what people are trying to put across in their dance and be able to discuss
- Use movements which express ideas, mood or feelings
- Perform dances fluently and with control

- 4 To introduce a group sequence using different movement patterns**

Children can:

- Work creatively and imaginatively, independently and in a small group
- Respond to a change in the tempo to the music
- Choreograph a small group dance show different creative ideas each week
- Perform dances fluently and with control

- 5 To practice and perform group sequences and rehearse the full dance routine**

Children can:

- Work independently and in small groups to plan, prepare and perform a dance routine
- Create and perform fluent dance routines (5-6 elements)
- Perform dances fluently and with control and remember routines without being prompted

- 6 To perform a full dance sequence to a regular beat**

Children can:

- Watch and understand what people are trying to put across in their dance and be able to discuss and analyse the strengths and areas of improvement of dance routines, using key terminology
- Perform dances fluently and with control to the rhythm in the style of the music
- Evaluate and refine their own and others work

Assessment Mark

Requirements

Working Towards

- Understand basic ways to travel
- Retain key information (Gestures, canon and unison)
- Can respond in the correct manner to commands (Inside, outside, freeze, etc.)
- Use fundamental shapes/movements (Jog, jump, hop and balancing)
- Can perform a range of basic movements (Gestures, canon and unison)

On Target

- Show some idea of rhythm, coordination, expression and creativity
- Can travel in different ways
- Respond imaginatively to a stimulus used
- Can link actions (Simple dance routine in pairs or small groups)
- Use movements which express ideas, moods or feelings
- Can perform in front of others

Above Target

- Able to create and perform fluent dance routines (5–6 elements)
- Consistently demonstrates clear leadership qualities
- Choreograph a small group dance and show different, creative ideas each week
- Can perform confidently in front of others
- Can remember routines without being prompted

Excelling

- Competes/demonstrates an ability to compete at an elite level
- Evaluate and refine their own and others work
- Dance to the rhythm in the style of the music
- Analyse the strengths and areas of improvement of dance routines, using key terminology

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

To achieve **EXCELLING**, pupils must achieve all bullet points from **WORKING TOWARDS**, **ON TARGET** and **ABOVE TARGET** as well as at least 3 bullet points from **EXCELLING**.