

# MOVING

# EDSTART

## Year 3 - Intro to Dance

### Unit of Work

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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**Children can:**

- **Work creatively and imaginatively, independently and in groups/pairs**
- **Create dance phrases that communicate different ideas**
- **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**
- **Perform dances fluently and with control**
- **Use and structure simple movement phrases individually, in pairs and in groups**
- **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
- Try to explore a variety of different movement patterns in time to the music
- Find new ways of moving
- Be creative in how they move around

**2 To introduce and develop a short sequence**

**Children can:**

- Work creatively and imaginatively
- Respond imaginatively to a stimulus used
- Perform dances fluently and with control

**3 To practice and perform dance sequences to a regular beat**

**Children can:**

- Work creatively and imaginatively
- Perform dances fluently and with control
- Remember and repeat simple movement patterns
- Link actions into a simple dance routine

**4 To introduce and develop a short sequence with a partner**

**Children can:**

- Work creatively and imaginatively with a partner
- Use and structure simple movement patterns individually and in pairs
- Respond and move to a range of different music and the changes in tempo
- Perform a range of basic movements (Gestures, canon and unison)

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

**Children can:**

- Link actions into a simple dance routine in pairs or small groups
- Use movements which express ideas, moods or feeling
- Perform dances fluently and with control

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

**Children can:**

- Work independently and in small groups to plan, prepare and perform a dance routine
- Choose some of the movements they have already explored and use them to make their own movement patterns
- Create and perform fluent dance routines (4-5 elements)

### 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)

#### On Target

- Can perform a range of basic movements (Gestures, canon and unison)
- Show some idea of rhythm, coordination, expression and creativity
- Can travel in different ways
- Can link actions (Simple dance routine in pairs or small groups)
- Can perform in front of others

#### Above Target

- Use movements which express ideas, moods or feelings
- Able to create and perform fluent dance routines (5–6 elements)
- Can show different creative ideas each week
- Respond imaginatively to a stimulus used

#### Excelling

- Choreograph a small group dance
- Evaluate and refine their own and others work
- Shows elements of leadership qualities

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**.