

Dance	Physical Education	Years 3 & 4, Term 1	Year A
Key vocabulary: audience, canon, choreography, level, fluency, performance, phrase, position, control, tutting, emotions, expression, rhythm, unison, count			
Knowledge and skills: Declarative Knowledge: Describe and evaluate the effectiveness and quality of a dance. Collaborate with others. Procedural Knowledge: Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Communicate what you want through your dances and perform with control. Combine actions and maintain the quality of performance when performing at the same time as a partner.		Possible activities: Step 1: To show fluency when moving. Step 2: To link movement patterns together. Step 3: Collaborate with others. Step 4: Perform at the same time as a partner. Step 5: Perform as various characters when moving to music. Step 6: Communicate feelings through dance.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children will have a willingness to reflect on their own experiences. Moral: Discuss the morals of co-operation in the team; consider how fairness, honesty and sportsmanship are important in play. Social: Consider the etiquette of dance and the social norms which guide people. Consider how dance has changed over the centuries. Cultural: Children will consider the origins of dance. British Values: Children will have respect for other dancers; they will follow the structure of the dance. Equalities : Children will think about adaptations that could be made to the game; they will think about the difference between the men and women in sports; they will ensure that everyone is included.			