

Dance	Physical Education	Years 5 & 6, Term 4	Year A
Key vocabulary: emotions, expression, rehearse, unison, canon, choreography, fluency, tutting, routine, together, question and answer			
Knowledge and skills: Declarative Knowledge: Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. Procedural Knowledge: Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.		Possible activities: Step 1: To be inspired by music and different stimuli. Step 2 To move showing expressive qualities. Step 3: To dance using a range of movement patterns. Step 4: To create and structure sections of dance. Step 5: To work as part of a team. Step 6: To perform to an audience.	
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.			