

Dance	Physical Education	Years 5 & 6, Term 4	Year B
Key vocabulary: imaginative, emotive, expressive, rehearse, choreography, pace, questions and answer, confidence, experiment, formation, intensity			
Knowledge and skills: Declarative Knowledge: Share ideas in small groups, working together to create a routine incorporating different elements. Use imagination to develop dances to music and develop expressive qualities. Procedural Knowledge: Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence. Explore and practice movement ideas inspired by a stimulus. Explore, improvise, and combine movement ideas fluently and effectively. Perform movements to an audience with rhythm and confidence.		Possible activities: Step 1: To move in a way that reflects the music. Step 2 To show ideas through dance. Step 3: To combine movements fluently. Step 4: To apply basic compositional principles when creating dances. Step 5: To share ideas in groups to create a routine. Step 6: To perform with rhythm and confidence.	
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.			