

Dance

Intent

Our dance curriculum is based around the National Curriculum. Our curriculum intent for dance will take the children on a journey of expressive movement from nursery to year 6. The curriculum will develop children's creative thought from a range of stimuli to encourage both independent and collaborative ideas. The curriculum will expose the children to a variety of dance styles from different cultures. Children will develop their confidence and knowledge through performance, reflective evaluation and celebration of their work. Children will understand that dance is physically demanding too.

Rationale

Dance lessons develop creative expression using movements developed by the children themselves in response to the stimulus.

The children will develop a range of skills in dance that will become increasingly sophisticated, adventurous and creative over time. The key components of learning are:-

1. Movements

2. Sequences

3. Creative response

Dance lessons are progressive over the time through school moving from individual sequences to paired and small group. This enables the younger children to focus on themselves and their movement development. This can then build to partners from year 3, incorporating each other's moves. This can then move to 4s in year 5 and if the unit lends itself, it could become a whole-class dance. Dance lessons should be progressive. This will give children a chance to build on their dance movements and skills each week to ensure sticky learning.

The children will be able to develop a sense of mood and atmosphere through their dance, which comes initially from a creative stimulus. In years 1 to 6 the inspiration from dance will come from a range of stimuli, which will allow children to have their own creative response, including:

- Piece of art
- Literacy inspired
- Poem
- Natural world
- Feelings and emotions
- Theme like conflict/invasion etc. or cultural

Dance Curriculum

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Nursery	Knowledge	Skills	Vocabulary
	I know some sequences and patterns of movements which are related to music and rhythm	<p>I can gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</p> <p>I can clap and stamp to music</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>I can use large-muscle movements to wave flags and streamers</p> <p>I can develop ways of moving</p>	<p>Fast</p> <p>Slow</p> <p>Freeze</p> <p>Clap</p> <p>Stamp</p> <p>Hop</p>

Reception	Knowledge	Skills	Vocabulary
	I know that regular physical activity is good for me	<p>I can move in a variety of ways e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>I can combine different movements with ease and fluency</p> <p>I can develop my body-strength, balance, co-ordination and agility</p> <p>I can progress towards a more fluent style of moving, with developing control and grace</p> <p>I can negotiate space and obstacles safely, with consideration for myself and others</p> <p>I can move energetically when dancing</p>	<p>Movement</p> <p>Safely</p> <p>Control</p>

Year 1	Knowledge	Skills	Vocabulary
	I know what levels are	I can use different body shapes and levels in my dance - individually	Levels Repetition
	I know what a sequence is	I can develop a sequence with three movements - individually	Balance Refer to glossary - Dance
		I can respond to teacher directed stimulus	Glossary.docx Unit 3 Literacy inspired - The Gruffalo - Year 1 - The Gruffalo.docx Unit 6 Performance unit

Year 2	Knowledge	Skills	Vocabulary
	I know a range of body shapes, levels and the effects of changing them	I can use different body shapes and levels in my dance and speed in my dance	<i>Previous years +</i> Dynamics (speed) Leaps
	I know what balance means in a dance	I can progress from a sequence of three movements and use repetition	Turns
		I can respond to teacher directed stimulus	

Year 3	Knowledge	Skills	Vocabulary
	I know a range of leaps and turns and the effects of them on a dance.	I can use a range of levels, speed with pathways with increased awareness of my whole-body shape	<i>Previous years +</i> Unison Canon Spacing
	I know what changing dynamics means in my dance.	I can link movements and stills in my dance, working individually and with a partner	
		I can begin to develop my own response and ideas around a stimulus	

Year 4	Knowledge	Skills	Vocabulary
	I know what canon and unison mean in my dance	I can use a range of levels, speed with pathways with increased awareness of my whole-body shape	<i>Previous years +</i> Motif Phrase Call and response
	I know about the impact of spacing for effect in my dance	I can link movements and stills in my dance, working individually and with a partner	
	I can begin to develop my own response and ideas around a stimulus		

Year 5	Knowledge	Skills	Vocabulary
	I know what motif mean in my dance	I can show a sense of dynamic, expressive and rhythmic qualities in my dance	Previous years + Weight bearing Formations Dynamics (sharp/soft/heavy/light/staccato)
	I know about the impact of call and response and phrase in my dance sequence	I can use weight bearing without contact	
		I can use a range of techniques including lead and follow, and mirror, individually, in partners and in small groups	
	I can draw upon a range of ideas from previous work to develop a creative response		

Year 6	Knowledge	Skills	Vocabulary
	I know what the full range of dynamics means in developing a dance	I can show a sense of dynamic, expressive and rhythmic qualities in my dance	Previous years + Lifts
	I know about safe weight bearing	I can use weight bearing with contact	
		I can use a range of techniques including lead and follow, and mirror, individually, in partners and in small groups	
	I can draw upon a range of ideas from previous work to develop a creative response		