

**PE, Dance,**

<b>National Curriculum aims:</b>
✓ Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.
<b>National Curriculum key skills:</b>
Pupils should be taught to:
✓ Perform dances using simple movement patterns.

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<b>Key vocabulary and questions:</b>
Levels, shape, speed, safe spacing, pathway, direction, warm up, aerobic, movement. Chance to dance, travel step, gesture, turn, jump, leap, performing, rehearse, score. Motif, emotions, feelings, movement, dynamics. How do we feel throughout the lesson? What has changed and why?

<b>Sequence of Learning:</b>					
<b>Objectives (key knowledge):</b>					
<b>1.</b> To understand how to warm the body up effectively, ready for exercise. To understand why we warm up. To create a short warm up in small groups.	<b>2.</b> To understand how chance to dance works and how it can create interesting sequences. To perform the sequence created.	<b>3.</b> To understand how to create a motif using a theme. To create a short motif to perform.	<b>4.</b> To recap motif created in previous lesson. To understand what a canon is and how we use it in dance. To create a short canon.	<b>5.</b> To choose a theme to create a dance sequence. To explore this theme. To create a sequence based on this theme in a small group.	<b>6.</b> To rehearse the themed sequence created. To perform these sequences to the class. To give peers feedback on their performances.

<b>Equipment</b>	<b>Key teaching and learning:</b>
<ul style="list-style-type: none"> <li>1-6. School hall, music.</li> <li>2. Dice, paper and pencil.</li> <li>3. Different coloured objects or paper. Red, blue, green, purple etc.</li> <li>4. Cones or spots</li> </ul>	<ul style="list-style-type: none"> <li>Explain the different levels used in dance: low, mid, high. Explore traveling on these levels using different methods., skipping, jumping, hopping, spider walks etc.</li> <li>Have pupils travel through one level to the next fluidly.</li> <li>Explain using different speeds: slow, steady, controlled and fast/upbeat.</li> <li>Explore traveling using levels and speed.</li> <li>Encourage traveling on different pathways and direction.</li> <li>Call freeze on the music; pupil to freeze in the shape they are n.</li> </ul>

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