

NATIONAL CURRICULM 2016-2018 OVERVIEW FOR DANCE KS2

	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>-Children make an attempt to explore movement and combine ideas within group activity. They should consider action and space.</p> <p>-Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, popping, body wave, cool walks, freezes, isolations and attempt the helicopter).</p> <p>-Develop clarity of movement using different levels and movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon, and unison).</p>	<p>-Children make an attempt to explore movement and communicate ideas effectively within group activity. They should consider action, space and dynamics (quality of movement – how?)</p> <p>-Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, popping, body wave, cool walks, freezes, isolations and the helicopter).</p> <p>-Develop clarity of movement using different levels and movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon, and unison).</p>	<p>-Children learn to explore, improvise and combine movement ideas imaginatively and effectively within group activity and individual tasks. They should consider action, space, dynamics and relationship.</p> <p>-Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, helicopter, locking, popping, baby freeze, ripple, body wave, cool walks, freezes, isolations).</p> <p>-Develop clarity of movement using different levels and controlled movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon and</p>	<p>-Children learn to explore, improvise freely and combine movement ideas imaginatively with fluency and effectiveness within group activity and individual tasks. They should consider action, space, dynamics and relationship.</p> <p>-Learn and practise a range of movements to perform with a piece of modern/ commercial music (top-rock, helicopter, locking, popping, baby freeze, ripple, body wave, cool walks, freezes, isolations).</p> <p>-Develop clarity of movement using different levels and controlled movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon and unison).</p> <p>-Children should be able to clearly explain all choreographic devices, such as canon, unison, dynamics, levels, direction, formation,</p>

			<p>unison).</p> <ul style="list-style-type: none"> -Children should be able to explain canon and unison and give examples. 	<p>repetition, giving examples and demonstrating through practical motifs.</p>
<p>Perform and develop a range of movements using flexibility, strength, control and balance</p>	<ul style="list-style-type: none"> -Choose correct technique when performing the Dance. -Perform a combination of movements/actions with control and balance -Select which technique to use for the given Dance style. 	<ul style="list-style-type: none"> -Choose correct technique when performing the Dance. -Perform a combination of movements/ actions with control and balance. -Select which technique to use for the given style of Dance. 	<ul style="list-style-type: none"> -Choose correct technique when performing the Dance; consider alignment, focus, posture, extension, projections. -Perform movements in unison, keeping in time with coach and/or music. -Perform movements/ motifs with fluency and control. 	<ul style="list-style-type: none"> -Apply correct technique with confidence and use knowledge learnt to portray the difference in dynamics. -Consider alignment, focus, posture, extension, projection. - Perform movements in unison, keeping in time with coach and/or music. -Perform movements/ motifs with accuracy, fluency and control. -Adapt skills and techniques to different activities that they are set.
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> -Describe and comment on their own performance and that of others and make simple suggestions to improve quality. 	<ul style="list-style-type: none"> -Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. -Be confident to analyse and comment on what they see. 	<ul style="list-style-type: none"> -From observation of others, begin to describe constructively how to refine, improve and modify performance -Refine own performance in response to comments of others and self-analysis. 	<ul style="list-style-type: none"> -Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.

<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> -Children suggest appropriate warm-up ideas -Children dress appropriately for PE -Children work in a responsible and safe manner -Children recognise changes in body temperature 	<ul style="list-style-type: none"> -Children begin to think about warm-up activities that prepare them for exercise. -They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy. 	<ul style="list-style-type: none"> -Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. -Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery 	<ul style="list-style-type: none"> -Can show responsibility for personal warm-up programme specific to activity. -Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.
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