

### Dance – Key Skills and Opportunities.

Complete PE provides two blocks of Dance per year group.

Dance is crucial within the PE scheme, in addition to considerations of healthy exercise, for the opportunities it provides for :

- Core muscle and control, flexibility.
- Sequencing and motor planning
- Strong cross-curricular and diversity principles
- Non-competitive collaborative working
- Creativity and expression of emotion
- Children who do not consider themselves confident in team games

Across the Complete PE Scheme skills progress in the following ways:

**Foundation : moving in sequence; creating our own movements;** creating simple movement sequences ;responding in movement to words and music; exploring contrasting tempos; exploring character movements; responding in movement to words and music; moving with props and contrasting tempos; exploring opposites

**Vocabulary :** sequence, opposite, fast/slow

**Year 1 : exploring expression;** developing our movements, **adding movements together;** responding to a rhythm: introducing partner work; creating an animal sequence motifs exploring relationships within our motifs; **responding to rhythm;** developing the growing plant 'dance'; introduction to motifs; creating motifs; creating movement sequences; relationships and performance

**Vocabulary :** motif ( gesture or movement that can be developed in different ways ); rhythm,

**Year 2 : responding to stimuli;** developing our motif with expression and emotion; applying choreography in our motifs; extending our motifs; sequences, relationships and performance ; developing whole group movement; improvisation and physical descriptions; creating contrasting movement sequences; sequences, relationships and performance

**Vocabulary :** sequence ( a series of movements); choreography ( to select, re-order and refine movements in a sequence) contrast

**Year 3 : responding to stimuli;** developing character dance into a motif; developing sequences **with a partner** in character that show relationships; extending sequences with a partner in character; developing thematic dance into a motif; extending dance to create sequences with a partner; developing sequences with a partner

**Vocabulary :** theme ( underlying idea); stimuli ( starting point – could include art, poetry, news article)

**Year 4 :** responding to stimuli **working together;** extending sequences with a partner in character; exploring two contrasting relationships and interlinking dance moves; **extending sequences with a partner in character** ; sequences, relationships, choreography and performance.

**Vocabulary :** contrast, inter-linking, in character

**Year 5 :** Exploring the Greeks **using compositional principles (time/tempo/rhythm, shape, space /levels/direction/floor pattern, energy) ; extending sequences with a partner** using compositional principles; creating movement using improvisation where movement is reactive; developing character

movements linked to 19th Century prejudices; **creating movements to represent different characters** and performers in a 19th Century circus; extending our Performance incorporating props and apparatus linked to the variety of performers.

**Vocabulary** : composition; improvisation;

**Year 6** : performing with technical control and rhythm **in a group**; creating rhythmic patterns using the body; **experiencing dance from a different culture**; choreographical elements **including still imagery**; creating rhythmic patterns using our body; extending our choreography through controlled movements, character emotion and expression; explore the **relationships between characters** applying character emotion and expression; Performance and reflection

**Vocabulary** :

