

Year 6 Term 4  
**PHYSICAL EDUCATION**  
**Dance**



**National Curriculum Links:**

Perform dances using a range of movement patterns.

**Essential Prior Learning:**

Move around the space with balance and control in a variety of ways, including changes of speed and direction.

Remember a sequence of movements.

Perform dances using simple movement patterns.

Work with a partner.

Move in time to music.

**Progression in Skill:**

**Motor competence**

Principles of Dance – Travel, Turn, Jump, levels, stillness, gesture.

Create a dance that represents a specific theme or style e.g. Swing dance.

Vary the movement type (e.g. strength, softness, power, flexibility, control, energy) within one performance.

Work co-operatively with a group to achieve good synchronicity throughout the whole performance.

Dance and music can be used to support well-being, providing an outlet for joy.

Dance, like any aerobic activity, will improve the condition of your heart and lungs.

Show an awareness of the music's rhythm and phrasing when improvising.

Count out the phrases of 8- and 32-count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.

Misty Copeland was the first African American female ballet dancer to be promoted to principle dancer in ABT's 75-year history; she was named as one of the most influential people in the world in 2015.

**Long-term Memory Knowledge:**

Name some of the principles of dance.

Learn some of the steps and moves typical of swing dance.

Link movements together into a routine that suits the music.

Demonstrate different movement types within one routine, e.g. strength, control, energy.

Work with a partner, showing awareness of other pairs in the space to great one larger group performance.

Name some of the benefits of dance.

Know who Misty Copeland is and her importance in the world ballet.

**Key Vocabulary**

<b>travel</b>	movements that shift the dancer's position in space, taking them from one location to another
<b>turn</b>	a rotational movement of the body
<b>gesture</b>	movement of the body used to convey meaning
<b>levels</b>	the distance of the body from the floor, low, medium or high

<b>planes of movement</b>	imaginary flat surfaces that divide the body.
<b>flexibility</b>	the range of motion in a joint
<b>control</b>	the ability to manage and regulate movements
<b>balance</b>	the ability to maintain the centre of gravity when moving or staying still
<b>synchronicity</b>	movement in a co-ordinated way with others
<b>beat</b>	the steady underlying pulse of the music

**Progression in Resources:**

Music, pair group, group work

**Relevance**

<b>Now</b>	Children will enjoy dancing on their own, in pairs and in groups; they will understand that moving to music can support well-being and have a positive impact on someone's mood.
<b>Future</b>	As adults, they will understand the benefits of dance as part of a healthy lifestyle and enjoy dancing as part of a social occasion.
<b>Aspiration</b>	As adults, they may dance professionally, represent the county or country in dance competitions; they may choose to learn new dance styles (at any age in the future) and enjoy meeting other people through doing so.