

Year 5 Term 1
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:

Use the principles of dance: travel, turn, jump, levels, stillness, gesture.
Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style.
Combine skills to develop flexibility, strength, technique, control and balance.
Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.
Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.
Dance helps improve stamina.
Move in time to the music demonstrating confidence with rhythm and phrasing.

Misty Copeland was an American ballet dancer who was the first African American woman to be promoted to a principal dancer in the ABT's 75-year history. She was named one of the most influential people in the world in 2015.

Long-term Memory Knowledge:

Name some of the principles of dance.
Create dance routines that suit a particular style, using taught movements.
Reflect on the different skills (e.g. flexibility, strength) your dance routine incorporates
Work with a partner, on your own or as part of a group.
When working with others, demonstrate synchronicity.
Name some of the benefits of dance.
Know who Misty Copeland is and her importance in the world ballet.

Key Vocabulary

travel	movements that shift the dancer's position in space, taking them from one location to another
turn	a rotational movement of the body
gesture	movement of the body used to convey meaning
levels	the distance of the body from the floor, low, medium or high
planes of movement	imaginary flat surfaces that divide the body.
flexibility	the range of motion in a joint
control	the ability to manage and regulate movements
balance	the ability to maintain the centre of gravity when moving or staying still
synchronicity	movement in a co-ordinated way with others
beat	the steady underlying pulse of the music

Progression in Resources:

Music, pair group, group work

Relevance

Now	Children will enjoy dancing on their own, in pairs and in groups in a variety of different situation.
Future	As adults, they will understand the benefits of dance as part of a healthy lifestyle and take part in social occasions that require dance with confidence, e.g. parties, weddings.
Aspiration	As adults, they will represent the county or country in dance competitions; they may perform on stage, e.g. in the West End or as part of the National Ballet; they may coach or choreograph, either professionally or as part of a community group.