

Dance Curriculum Overview 2023-2024

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Work and play cooperatively and take turns with others
- Negotiate space and obstacles safely, with consideration for themselves and others
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

KS1 National Curriculum Aims:

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 (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aims of Berger's dance curriculum:

- Children will demonstrate knowledge of the history of dance, and its cultural impact on the world.
- They will be able to reflect on different styles of dance, influenced by different cultures and both national and international histories.
- Children will demonstrate an awareness of influences in different dance histories, such as hip-hop, ballet and folk and begin to compare and contrast the different styles.

Each ½ term children will create, practise and perform a minimum of one choreographed piece to their peers (or a wider audience), to a piece of relevant music.

Each half term will include objectives with a specific focus but all terms should include elements of health and fitness, dance skills, performance and evaluation.

Dance lessons should be linked to the enquiry topic for the relevant term - allowing children the opportunity to explore the topic in a creative way. If it is more appropriate to link the dance sessions to science learning or the relevant artist for the term, this should be noted in weekly planning. Autumn 2 for years 4,5,6 should be linked to Science topics. Science topics and artists can be found [here](#).

Children should learn the vocabulary associated with dance and movement.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and Fitness Focus	Dance Skills Focus	Dance Skills Focus	Dance Skills Focus	Perform and Evaluate Focus	Perform and Evaluate Focus
Reception Expected: Children enjoy moving their bodies in different ways Vocab: Dance styles explored: aerobic, freestyle	old / new old / young How and why do people change? <ul style="list-style-type: none"> - Describe how the body feels when still and when exercising. 	Transport Where do you want to go and how will you get there? <ul style="list-style-type: none"> - Join a range of different movements together. - Change the speed of their actions. 	Familiar Authors Do stories have to have happy endings? <ul style="list-style-type: none"> - Change the style of their movements. 	Australia / Local Area What would you pack to go to Australia? <ul style="list-style-type: none"> - Create a short movement phrase which demonstrates their own ideas. 	Habitats What makes a habitat? <ul style="list-style-type: none"> - Control their body when performing a sequence of movements. 	Child led enquiry - check with class teachers on focus. <ul style="list-style-type: none"> - Talk about what they have done. - Talk about what others have done.
Year 1 Expected: Children enjoy moving their bodies with some control. Vocab: motif, stimulus, experimentation Dance styles explored: aerobic, interpretive, contemporary, commercial	<u>Changes within living memory - Toys</u> Why do people need to play? <ul style="list-style-type: none"> - Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<u>Rosa Parks / Emily Davison</u> What makes a person brave? <ul style="list-style-type: none"> - Copy and repeat actions. - Put a sequence of actions together to create a motif. 	<u>Flight (DT)</u> Why do some people want to fly? <ul style="list-style-type: none"> - Vary the speed of their actions. - Use simple choreographic devices such as unison, canon and mirroring. 	<u>Hackney</u> What makes Hackney special? <ul style="list-style-type: none"> - Begin to improvise independently to create a simple dance. 	<u>Hot and Cold Deserts</u> Would you rather live in a hot or a cold desert and why? <ul style="list-style-type: none"> - Perform using a range of actions and body parts with some coordination. - Begin to perform learnt skills with some control. 	Child led enquiry - check with class teachers on focus. <ul style="list-style-type: none"> - Watch and describe performances. - Begin to say how they could improve.
Year 2 Expected: Children confidently create movement patterns. Vocab: motif, stimulus Dance styles explored: aerobic, interpretive, narrative, commercial	<u>Mary Seacole and Florence Nightingale</u> What makes people helpful? <ul style="list-style-type: none"> - Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy. 	<u>Significant (National and international) beyond living memory - Great Fire of London</u> Is fire good or bad? <ul style="list-style-type: none"> - Copy, remember and repeat actions. - Create a short motif inspired by a stimulus. 	<u>Transport</u> Why are there so many modes of transport? <ul style="list-style-type: none"> - Change the speed and level of their actions. - Use simple choreographic devices such as unison, canon and mirroring 	<u>UK in the world (comparison of a place in UK and in Europe)</u> How does where we live affect who we are? <ul style="list-style-type: none"> - Use different transitions within a dance motif. - Move in time to music. - Improve the timing of their actions 	<u>Our local environment</u> Why and how should we look after our local environment? <ul style="list-style-type: none"> - Perform sequences of their own composition with coordination. - Perform learnt skills with increasing control. - Compete against self and others. 	Child led enquiry - check with class teachers on focus <ul style="list-style-type: none"> - Watch and describe performances, and use what they see to improve their own performance. - Talk about the differences between their work and that of others..

<p>Year 3 Expected: Children skilfully create controlled movements & patterns.</p> <p>Vocab: stimulus, motif, choreography</p> <p>Dance styles explored: Freestyle, aerobic, improvisational, contemporary, samba, interpretive, aerobic</p>	<p><u>Changes in Britain from Stone Age to Bronze Age.</u> <u>What makes people change?</u></p> <ul style="list-style-type: none"> - Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm up and cool down. 	<p><u>Cleopatra Ancient Egyptians</u> <u>What makes a good leader?</u></p> <ul style="list-style-type: none"> - Begin to improvise with a partner to create a simple dance. - Create motifs from different stimuli. 	<p><u>Inventions that use magnets</u> <u>Why are magnets important?</u></p> <ul style="list-style-type: none"> - Begin to compare and adapt movements and motifs to create a larger sequence. - Use simple dance vocabulary to compare and improve work. 	<p><u>The Geography of Brazil</u> <u>How does Brazil affect the rest of the world?</u></p> <ul style="list-style-type: none"> - Perform with some awareness of rhythm and expression. 	<p><u>Mountains and Volcanoes</u> <u>What makes mountains and volcanoes interesting?</u></p> <ul style="list-style-type: none"> - Develop the quality of the actions in their performances. - Perform learnt skills and techniques with control and confidence. - Compete against self and others in a controlled manner. 	<p><u>Child led enquiry - check with class teachers on focus.</u></p> <ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.
<p>Year 4 Expected: With consistency, children repeat controlled movement patterns.</p> <p>Vocab: motif, stimulus, improvisation</p> <p>Dance styles explored: interpretive, aerobic, contemporary,</p>	<p><u>Romans Empire's Impact on Britain</u> <u>What can we learn from different people?</u></p> <ul style="list-style-type: none"> - Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know some reasons for warming up and cooling down. 	<p><u>Living things and their habitats 1 and 2</u></p> <ul style="list-style-type: none"> - Identify and repeat the movement patterns and actions of a chosen dance style. - Compose a dance that reflects the chosen dance style. - Confidently improvise with a partner or on their own. 	<p><u>Eweka-The Kingdom of Benin</u> <u>What makes a Kingdom successful?</u></p> <ul style="list-style-type: none"> - Compose longer dance sequences in a small group. - Demonstrate precision and some control in response to stimuli. - Begin to vary dynamics and develop actions and motifs in response to stimuli. 	<p><u>Inventions using the Light Bulb</u> <u>How does the light bulb affect the world?</u></p> <ul style="list-style-type: none"> - Demonstrate rhythm and spatial awareness. - Change parts of a dance as a result of self-evaluation. - Use simple dance vocabulary when comparing and improving work. 	<p><u>The geography of Spain</u> <u>What is the sound of a place?</u></p> <ul style="list-style-type: none"> - Perform and create sequences with fluency and expression. - Perform and apply skills and techniques with control and accuracy. 	<p><u>Rivers</u> <u>What is a river's story?</u></p> <ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements - Modify their use of skills or techniques to achieve a better result.
<p>Year 5 Expected: Children create more complex controlled movement patterns.</p> <p>Vocab: Motif, Stimulus, choreography</p> <p>Dance styles explored: aerobic, Interpretive, Afro, Contemporary,</p>	<p><u>Settlements of Britain by Anglo Saxons and Scots</u> <u>Vikings and Anglo Saxons in Britain (to 1066)</u> <u>What is the impact of immigration?</u></p> <ul style="list-style-type: none"> - Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise. 	<p><u>(Properties and changes of materials 1 and 2)</u></p> <ul style="list-style-type: none"> - Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual, partner and group dances that reflect the chosen dance style. - Show a change of pace and timing in their movements. 	<p><u>Nelson Mandela</u> <u>How can people change the world?</u></p> <ul style="list-style-type: none"> - Develop an awareness of their use of space. - Demonstrate imagination and creativity in the movements they devise in response to stimuli. - Use transitions to link motifs smoothly together. 	<p><u>Inventions we wouldn't have without space travel</u> <u>Would you like to go to space? Why? Why not?</u></p> <ul style="list-style-type: none"> - Improvise with confidence, still demonstrating fluency across the sequence. - Ensure their actions fit the rhythm of the music. - Modify parts of a sequence as a result of self and peer evaluation. - Use more complex dance vocabulary to compare and improve work. 	<p><u>UK / London</u> <u>Would you choose to live in the UK?</u></p> <ul style="list-style-type: none"> - Perform own longer, more complex sequences in time to music. - Consistently perform and apply skills and techniques with accuracy and control. 	<p><u>Deserts</u> <u>How do harsh conditions affect behavior?</u></p> <ul style="list-style-type: none"> - Choose and use criteria to evaluate own and others' performances. - Explain why they have used particular skills or techniques, and the effect they have had on their performance.

<p>Year 6</p> <p>Expected: Children skillfully create a series of controlled movement patterns and sequences.</p> <p>Vocab: Motif, Stimulus, Choreography, Kinaesthetic Learning,</p> <p>Dance styles explored: Interpretive, aerobic, contemporary, commercial (street/ hip hop/ funk)</p>	<p>World War 2</p> <p>Why is there conflict in the world?</p> <ul style="list-style-type: none"> - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. - Understand why exercise is good for health, fitness and wellbeing. - Know ways they can become healthier. 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual, partner and group dances that reflect the chosen dance style. - Use dramatic expression in dance movements and motifs. - Perform with confidence, using a range of movement patterns. 	<p>Ancient Greece (History & Geography focus)</p> <p>How does the past influence the future?</p> <ul style="list-style-type: none"> - Demonstrate strong and controlled movements throughout a dance sequence. - Combine flexibility, techniques and movements to create a fluent sequence. - Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. - Show a change of pace and timing in their movements. 	<p>Free Topic / Enquiry</p> <ul style="list-style-type: none"> - Move rhythmically and accurately in dance sequences. - Improvise with confidence, still demonstrating fluency across their sequence. - Dance with fluency and control, linking all movements and ensuring that transitions flow. - Demonstrate consistent precision when performing dance sequences. - Modify some elements of a sequence as a result of self and peer evaluation. - Use complex dance vocabulary to compare and improve work. 	<p>Oceans (Geography focus)</p> <p>How do the oceans impact upon life on planet Earth?</p> <ul style="list-style-type: none"> - Link actions to create a complex sequence using a full range of movement. - Perform the sequence in time to music. - Perform and apply a variety of skills and techniques confidently, consistently and with precision. 	<p>STEM sisters (People in History)</p> <p>What is gender equality?</p> <ul style="list-style-type: none"> - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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