



# Hallcroft Infant & Nursery School

## PE Lesson Sequence



### Autumn 2 - Year 1

### Dance.

#### What we already know, remember and can do:

- *ELG: Physical Development Gross Motor. Negotiates space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.*
- *Multi skills (Autumn 1) move confidently and creatively with control, to show clear intent of direction, to move at varying speeds using the correct arm and leg motion, to use the correct technique to jump over a small object.*

	Learning Objective	What will be known and remembered (Substantive)	What will be... (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	<b>Learning Objective</b> <b>Show a positive attitude towards activities &amp; other pupils</b> <ul style="list-style-type: none"><li>✓ Starting activity: Exploring Africa</li><li>✓ Main activity: African Themes</li><li>✓ Performance activity: Amazing Africa</li></ul>	<ul style="list-style-type: none"><li>✓ <b>Respond to instructions &amp; do not disrupt others</b></li><li>✓ <b>Can discuss the skills needed to move in unison</b></li><li>✓ How can we use movements to show ideas?</li><li>✓ Why are we reading poetry in dance?</li><li>✓ How can you use creativity in your motif?</li><li>✓ How do you move in unison?</li><li>✓ Why is it important to co-operate &amp; work together?</li><li>✓ When dancing together why do you need to move in unison &amp; work together?</li></ul>	<ul style="list-style-type: none"><li>✓ Unison: Same movement, at the same time</li><li>✓ Keep count together: 1,2,3,4,5,6,7,8</li><li>✓ Focus on counting &amp; trying to be in unison</li></ul>		<ul style="list-style-type: none"><li>Creative</li><li>Motif</li><li>Cooperation</li><li>Unison</li><li>Together</li><li>Africa</li></ul>

2	<p><b>Learning Objective</b> Beginning to respond to simple stimuli.</p> <p><b>Will travel &amp; move like a variety of safari animals</b></p> <ul style="list-style-type: none"> <li>✓ Starting activity: Go on Safari</li> <li>✓ Main activity: Who Are You?</li> <li>✓ Performance activity: Safari Animals</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can discuss ideas for movements &amp; language</b></li> <li>✓ <b>Can discuss how to travel like a variety of safari animals</b></li> <li>✓ How can we do this safely without hurting ourselves or others?</li> <li>✓ How can we improve our travelling?</li> <li>✓ How does the use of dynamics help us to recognise your animal?</li> <li>✓ How are you demonstrating the animal?</li> <li>✓ Why do we count when dancing?</li> <li>✓ How do the features of the animal make it move differently</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Will travel &amp; move like a variety of safari animals</b></li> <li>✓ range of movement: crawl, jump etc</li> <li>✓ Move forward, backward, and laterally</li> <li>✓ Represent using bodies and facial expressions</li> <li>✓ Counting start/stop is important</li> <li>✓ Help to keep rhythm</li> </ul>	<p>Cooperation Unison Together Africa</p>	<p>Safari Animal Travel Expression Dynamics</p>
3	<p><b>Learning Objective:</b> Listen, respond to set tasks &amp; sounds following expectations &amp; rules. Copy the pre-choreographed dance with some precision</p> <ul style="list-style-type: none"> <li>✓ Starting activity: Crop Dance Choreography</li> <li>✓ Main activity: I'm a Farmer</li> <li>✓ Performance activity: The Crop Dance Performance</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Listen, respond to set tasks &amp; sounds following expectations &amp; rules</b></li> <li>✓ <b>Can discuss how to copy the pre-choreographed dance with some precision</b></li> <li>✓</li> <li>✓ What does each element of the dance represent?</li> <li>✓ How can you remember the moves? (Relate the actions to the words)</li> <li>✓ How do you remain in time?</li> <li>✓ Why do you need to work well together?</li> <li>Why do dancers learn choreographed dance moves?</li> <li>✓ <b>Pupils to give positive peer feedback</b></li> <li>✓ What did the different groups do well?</li> <li>✓ Was the timing good?</li> <li>✓ How well did they perform?</li> <li>✓ Did they move in unison?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Copy the pre-choreographed dance with some precision</b></li> <li>✓ Can follow rules given with little or no prompt.</li> <li>✓ Unison: Entire group perform the same move</li> <li>✓ Keep counting together: 1-8</li> <li>✓ Key focus on unison &amp; count</li> </ul>	<p>Cooperation Unison Together Africa</p>	<p>Community Farming Copy Choreographed Remember Perform count</p>

4	<b>Learning Objective Can move confidently &amp; creatively with control, balance &amp; coordination</b> <ul style="list-style-type: none"> <li>✓ Starting activity: Follow Me</li> <li>✓ Main activity: Djembe Drums</li> <li>✓ Performance activity: The Story So Far...</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can discuss using isolations while keeping in rhythm</b></li> <li>✓ Why do we warm up?</li> <li>✓ What is it called when we only move one body part?</li> <li>✓ How do we know we are keeping in time to the beat (rhythm)?</li> <li>✓ How do you move body parts in isolation?</li> <li>✓ How do we know you are celebrating?</li> <li>✓ How can you improve your performance?</li> <li>✓ Why did we include travel?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Stay within an area when moving, managing all body parts in isolation</b></li> <li>✓ <b>Able to use isolations while keeping in rhythm</b></li> <li>to the drums beat</li> <li>✓ Isolation: move one part of the body only</li> <li>✓ Isolation: lift shoulders up &amp; down</li> <li>✓ Isolation: Rotate head side to side</li> <li>✓ Count together at same rate to set rhythm</li> <li>✓ Count beats to start &amp; stop</li> <li>✓ Formation: A shape or layout of the dancers</li> </ul>	Travel Perform Remember Copy Choreograph Count	Djembe drums Rhythm Isolation Formation
5	<b>Learning Objective: Cooperate &amp; work in small teams. Can work well with others, taking turns &amp; sharing without prompt</b> <ul style="list-style-type: none"> <li>✓ Starting activity: The River Nile</li> <li>✓ Main activity: Creatures of the Nile</li> <li>✓ Performance activity: Art Gallery</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can discuss using a range of pathways, levels &amp; directions</b></li> <li>✓ Why do rivers change direction?</li> <li>✓ How can we change direction smoothly in dance?</li> <li>✓ How does using different pathways add to a dance motif?</li> <li>✓ What pathways does your creature use to travel through the water?</li> <li>✓ How can you change level easily?</li> <li>✓ How does 'freezing' make dance interesting?</li> <li>✓ Why does dance need to be interesting?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can work well with others, taking turns &amp; sharing without prompt</b></li> <li>✓ <b>Will use a range of pathways, levels &amp; directions to move like a river</b></li> <li>✓ Counts of 4 for rhythm</li> <li>✓ Changes of direction</li> <li>✓ Changes of level</li> <li>✓ Twists &amp; turns</li> <li>✓ Level: From floor through to jumping</li> <li>✓ Change of levels for different animals</li> <li>✓ Travelling on different body parts</li> <li>✓ Good posture when walking</li> <li>✓ Straight back &amp; pointed toes</li> <li>✓ Balance holds when 'freezing'</li> </ul>	Count Travel Rhythm Perform	Inhabitants Dynamics Pathways River Level Twist Turn

6	<p><b>Learning Objective:</b>  <b>Will demonstrate good performance techniques</b>  <b>Recognise &amp; describe how their body feels during &amp; after activities.</b></p> <ul style="list-style-type: none"> <li>✓ Starting activity: Recap Africa Dance Part 1</li> <li>✓ Main activity: Africa Dance Part 1</li> <li>✓ Performance activity: Perform and Review Part 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can discuss what makes good performance /techniques</b></li> <li>✓ How can we remember all the different moves and counts?</li> <li>✓ What is happening to your body as you move in different ways? Why do you think is happening?</li> <li>✓ How can you make your performance more creative?</li> <li>✓ Discuss the various skill elements they have identified</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Able to identify heart beating faster &amp; sweating</b></li> <li>✓ <b>Will demonstrate good performance techniques</b></li> <li>✓ Connect the different parts into 1 routine</li> <li>✓ Allow creativity with travelling</li> <li>✓ Travel: skip, slide, twirl, hop, jump</li> <li>✓ Unison: moving together</li> <li>✓ Isolation: moving one part of the body</li> </ul>	Unison Isolation Travel Perform	Teamwork Creativity Memory Dynamic Phrase
7	<p><b>Learning Objective: Can use a range of movements. Use a variety of level, direction &amp; types: jump, twist, turn, leap etc . Will demonstrate good performance techniques</b></p> <ul style="list-style-type: none"> <li>✓ Starting activity: Recap Africa Dance Part 1</li> <li>✓ Main activity: Recap Africa Dance Part 2</li> <li>✓ Performance activity: The Whole Story</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Can discuss what makes good performance/ techniques</b></li> <li>✓ Why is it important to refine your movements?</li> <li>✓ How is our sequence improving?</li> <li>✓ Why do we need to work together as a team?</li> <li>✓ How can you make sure you perform well?</li> <li>✓ Why was teamwork important?</li> <li>✓ How does it feel to perform to an audience?</li> <li>✓ Have they used different forms of movement and been creative with their travel?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Use a variety of level, direction &amp; types: jump, twist, turn, leap etc</b></li> <li>✓ <b>Will demonstrate good performance techniques</b></li> </ul>	Teamwork Creativity Memory Phrase Isolation	Refine

