Birchwood Physical Education Curriculum Map: Dance				
Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
Reception - spring 1	Spring 1- Dance until you drop  -Know that having a PE kit is needed for dance sessionsKnow that a warm up is required before every dance sessionKnow that dance is when your body moves to musicKnow that your dance can be fast or slowKnow that copying movements can improve your dancesKnow that dances can be performed alone or within a group/ pairKnow that a sequence is a collection of movements in an order.	Spring 1- Dance until you drop  -Have clothes to change into for dance lessonsWarm body up appropriately before each sessionExplore how your body moves to musicIdentify that when music is faster our movements get faster tooIdentify when music is slower that movements are slower Discuss the meaning of a sequence and begin to build upon it, adding more dance moves to the sequence each weekFollow the teachers' movements, and copy them. (arms waving, legs stepping, hands waving)	Move, repeat, fast, slow, arms, legs, hands, sequence, body, music,	-I'm a little teapot song -Wheels on the bus song -Head shoulders knees and toes songHokey Cokey song -Here we go around the mulberry bush song
Reception – summer 1	Summer 1- Dance Like and African  -Know that having a PE kit is needed for dance sessionsKnow that a warm up is required before every dance sessionKnow that dance is when your body moves to musicKnow that a sequence is a collection of movements in an orderKnow that the basic move requires children to bend their knees and shake their hips.	-Perform a dance with partner adding own moves to the sequence.  Summer 1- Dance Like and African  -Have clothes to change into for dance lessonsWarm body up appropriately before each sessionExplore how your body moves to musicRecap the meaning of a sequence and begin to build upon it, adding more dance moves to the sequence each week Follow the teacher and copy the African moves bend knees shake hips, know this is the basic move in the African dancing Explore new moves each week to add to their sequence.	Bend knees, shake hips, bounce, kick legs, Round, up, down, together, sequence	https://www.youtube.com/ watch?v=aogNWORL j0 https://www.youtube.com/ watch?v=4hPCuMfMv50
Year 1	Autumn 1- Dance and performance  -Know how to repeat shapes and patternKnow how to follow the leader's movements (e.g. walking, skipping, jumping)Know how to change direction.	Autumn 1 - Dance and performance  -Describe how the body feels before, during and after exercise.  -Copy and repeat shapes and patterns.  -Follow the leader's movements (e.g. walking, skipping, jumping, swirling, spinning, turns, sinking movements).  -Change direction while travelling.	Copy, repeat, shape, pattern, movements, swirling, spinning, sinking.	Hokey Cokey- https://www.youtube- nocookie.com/embed/VdZZYZip e2w?playlist=VdZZYZipe2w&aut oplay=1&iv load policy=3&loo p=1&modestbranding=1&start=  Follow the leader — https://www.youtube.com/wat ch?v=F8dFtxQMXX0  Cha Cha Slide - https://www.youtube.com/wat ch?v=I1gMUbEAUFw

	Summer 1 - Brazilian Samba	Summer 1 - Brazilian Samba	Samba, improvise, stimuli.	Rio carnival videos
	-Know that samba is a type of dancing performed at the Rio CarnivalKnow how to effectively join movements together to create a short simple sequence.	-Describe how the body feels before, during and after exercise.  -Begin to improvise independently to create a simple dance by moving to stimuli (carnival dancing) with different actions.  -Justify choices in movement (I want to because).  -Link movements together and explain my choice (skip, turn, sidestep between movements).  -Link my own created movements to a known stimulus (Rio Carnival Dance).		Music https://www.youtube- nocookie.com/embed/yZWPYG bcVR8?playlist=yZWPYGbcVR8& autoplay=1&iv load policy=3&l oop=1&modestbranding=1&sta rt= https://www.youtube.com/wat ch?v=x 8v6ffvkXc
Year	Spring 1 – Dances for different moods  -Know how to use different levels in a danceKnow that music can express emotions -Know what a starting and finishing position is.	Spring 1 - Dances for different moods  -Recognise and describe how the body feels during and after different physical activities.  -Create a short motif inspired by a stimulus (music) in a group with adult support.  -Use different levels in a dance.  -Use a piece of music and move appropriately to it. e.g. using simple emotions inferred from the music (happy = upbeat/fast movements, sad = slow).  -Justify why they have chosen certain movements.  -Show a starting and finishing position.	Levels, emotions, movements, starting position, finishing position.	Videos of dances with different moods. Music to show different moods.
	Summer 1– Dance to tell a story (pirates)  -Know how to link movements fluidlyKnow that a transition comes between different movementsKnow how the speed of a dance can change with the pace of the music.	-Recognise and describe how the body feels during and after different physical activitiesLink all known movements fluidly: without a pauseUse different transitions within a dance motif (considering the movement of arms and legs to match the mood of the music)Use a change in speed to emulate the change in a piece of music or a storyPerform dances using simple movement patterns -Perform their own composition with fluidity from start to finish.	Transition, speed, fluidly.	Music and video stimuli of a pirate ship. https://www.youtube.com/watch?v=oe_HDfdmnaM
Year	Autumn 1- Contemporary dance to tell a story – New York scenes  -Know what the words improvise, mirroring and unison meanKnow that dances often involve moving to a beat Know that dance can be used to tell a story.	Autumn 1 – Contemporary dance to tell a story – New York scenes  -Recognise and describe the effects of exercise on the body (increased heart rate, feeling warmer, building healthy bodies).  -Explain why it is important to warm up and cool down.  -Improvise freely on my own and with a partner for a simple dance.  -Create motifs/ freeze frames from a story stimuli.  -Use simple choreographic devices to create a dance to tell a story.  -Perform with some awareness of the beat and spatial awareness.  -Watch, describe and evaluate the effectiveness of a performance.	Improvise, freeze frame, contemporary, beat.	Music, videos of a story showing travellers arriving in New York and seeing the sights. Video of a baseball game etc. Video in resources folder.

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	Summer 1 -Greek Dancing	Summer 1- Greek Dancing		
	-Know that line dancing is a style of dance.	-Recognise and describe the effects of exercise on the body (increased heart rate,		
	-Know that Zorba is a Greek Dance.	feeling warmer, building healthy bodies).	Improvise, mirroring, unison.	https://www.youtube.com/wat
	-Know what the words improvise, mirroring and unison mean.	-Explain why it is important to warm up and cool down.		ch?v=5iR2bO9vEUc
	-Know how to perform using mirroring and unison.	-Perform line dances and Greek dancing in unison, following a routine.		
		-Compare, develop and adapt movement and motifs to create longer dances in a		https://www.youtube.com/wat
		Greek style.		ch?v=kG12C1oX5Eo
		-Perform with some awareness of the beat, keeping in time with others.		CIT: V-KG12C10X3L0
		-Watch, describe and evaluate the effectiveness of a performance.		
Year 4	Autumn 2 - South African Gumboot Dancing	Autumn 2- South African Gumboot Dancing		
	<ul> <li>Know that gumboot dancing originated in South Africa.</li> </ul>			
Dance and	- Know some reasons for warming up and cooling down (to prevent	-Describe how the body reacts at different times and how this affects performance	Dance style, Gumboot	https://www.youtube.com/wat
Performance	injury and allow the body to recover).	(stretching, movement, freezing).	Dance, unison, rhythm,	ch?v=fYYYymWvhAI
	- Know and perform in unison.	-Explain why exercise is good for your health.	spatial awareness, control.	
		-Identify and repeat the movement patterns and actions of gumboot dancing		
		(clapping, stamping and clapping in unison).		
		Vary dynamics and develop actions with a partner or as part of a group.		
		-Dance in time to the tempo of the music, alongside a partner or group.		
		-Perform and apply skills and techniques with control and accuracy.		
	Spring 2 Jazz Dance (focus on unison)	Spring 2 Jazz Dance (focus on unison)		
	- Describe how the body reacts at different times and how this	- With a partner/in a group compose a dance that reflects the chosen dance		Music
	affects performance.	style using unison.	Dance style, Gumboot	
	- Explain why exercise is good for your health.	- Demonstrate precision, control and fluency in the dance.	Dance, unison, rhythm,	
	- Know how to compose a dance and then perform in unison.	- Continually demonstrate rhythm and spatial awareness.	spatial awareness, control,	
	- Know and apply dance vocabulary.	- Modify my performance and that of others as a result of observation and self-	accuracy, compose, evaluate	
	- Know and apply dance vocabulary.		accuracy, compose, evaluate	
		evaluation.		
		- Use simple dance vocabulary when comparing and improving work.		
		- Watch, describe and evaluate the effectiveness of performances, giving ideas		
		for improvements.		
Year 5	Autumn 2 – Hip-hop Dance (focus canon)	Autumn 2 – Hip-hop Dance (focus canon)		
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Dance and	- Know and understand the reasons for warming up and cooling	- Improvise freely in small groups to create own longer, more complex motifs	Motif, canon, rhythm, space,	Music
Performance	down.	from different stimuli to music.	self and peer evaluation.	
Citorinance	- Explain some safety principles when preparing for and during	- Use simple choreographic devices such as canon.	sen una peer evaluation.	
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	exercise.	- Use transitions to link motifs smoothly together.		
	- Know what canon means and how to use it in a dance.	- Perform with an awareness of rhythm and space.		
	<ul> <li>Know how to use transitions effectively and smoothly.</li> </ul>	- Watch, describe and evaluate the effectiveness of a performance.		
		- Modify parts of a sequence as a result of self and peer evaluation.		
		- Choose and use criteria to evaluate own and others' performances.		

	Spring 2 – Ceremonial dance - Haka	Spring 2 – Ceremonial dance - Haka		
	<ul> <li>Know and understand the reasons for warming up and cooling down.</li> <li>Explain some safety principles when preparing for and during exercise.</li> <li>Know what the Haka is and why people perform it.</li> <li>Understand pace and timing in the context of dance.</li> </ul>	<ul> <li>Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>Compose individual and partner dance that reflect the chosen dance style.</li> <li>Ensure their actions fit the rhythm of the music.</li> <li>Show a change of pace and timing in their movements.</li> <li>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> <li>Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>Choose and use criteria to evaluate own and others' performances.</li> </ul>	Haka, rhythm, pace, timing, imagination, creativity, stimuli.	https://www.youtube.com/wat ch?v=BORnyN5n3Cl
Year 6  Dance and Performance	Autumn 2 – Swing Dances inspired by WWII – (Charleston and Lindyhop)  - 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 be healthier Understand what rhythmically means Know the different dance styles; Charleston, Lindy hop and Rock and Roll Understand how to ensure smooth transitions to perform a fluent sequence.	Autumn 2 – Swing Dances inspired by WWII – (Charleston and Lindy-hop)  - Perform and create motifs in a variety of dance styles with accuracy and consistency Identify and repeat the movement patterns and actions of a chosen dance style Dance with fluency and control, linking all movements and ensuring transitions flow Show a change of pace and timing in their movements Move rhythmically and accurately in dance sequences Offer constructive self and peer evaluation Modify some element of a sequence as a result of self-peer evaluation.	Dramatic expression, rhythmically, dance styles; Charleston, Lindy hop and Rock and Roll.	Music
	Summer 2 - Dance in a musical/tell a story.  - 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 be healthier Understand what the term dramatic expression means.	<ul> <li>Explain why they have used particular skills or techniques, and the effect they have had on their and others performance.</li> <li>Summer 2 – Dance in a musical/tell a story.</li> <li>Compose individual, partner and group dances that reflect the chosen dance style with the required style in relation to the stimulus (levels, ways of travelling and motifs).</li> <li>Use dramatic expression in dance movements and motifs.</li> <li>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>Offer constructive self and peer evaluation.</li> <li>Modify some element of a sequence as a result of self-peer evaluation.</li> <li>Explain why they have used particular skills or techniques, and the effect they have had on their and others performance.</li> <li>Suggest ways to improve quality of performance showing sound knowledge and understanding and correct vocabulary.</li> </ul>	Compose, levels, travelling, dramatic expression, self and peer evaluation.	Music - dependent on the end of year production.