

Birchwood Physical Education Curriculum Map: Dance



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
Reception - spring 1	Spring 1- Dance until you drop <ul style="list-style-type: none"> -Know that having a PE kit is needed for dance sessions. -Know that a warm up is required before every dance session. -Know that dance is when your body moves to music. -Know that your dance can be fast or slow. -Know that copying movements can improve your dances. -Know that dances can be performed alone or within a group/ pair. -Know that a sequence is a collection of movements in an order. 	Spring 1- Dance until you drop <ul style="list-style-type: none"> -Have clothes to change into for dance lessons. -Warm body up appropriately before each session. -Explore how your body moves to music. -Identify that when music is faster our movements get faster too. -Identify 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 week. -Follow the teachers' movements, and copy them. (arms waving, legs stepping, hands waving) -Perform a dance with partner adding own moves to the sequence. 	Move, repeat, fast, slow, arms, legs, hands, sequence, body, music,	<ul style="list-style-type: none"> -I'm a little teapot song -Wheels on the bus song -Head shoulders knees and toes song. -Hokey Cokey song -Here we go around the mulberry bush song
Reception – summer 1	Summer 1- Dance Like and African <ul style="list-style-type: none"> -Know that having a PE kit is needed for dance sessions. -Know that a warm up is required before every dance session. -Know that dance is when your body moves to music. -Know that a sequence is a collection of movements in an order. -Know that the basic move requires children to bend their knees and shake their hips. 	Summer 1- Dance Like and African <ul style="list-style-type: none"> -Have clothes to change into for dance lessons. -Warm body up appropriately before each session. -Explore how your body moves to music. -Recap 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 <ul style="list-style-type: none"> -Know how to repeat shapes and pattern. -Know how to follow the leader's movements (e.g. walking, skipping, jumping). -Know how to change direction. 	Autumn 1 - Dance and performance <ul style="list-style-type: none"> -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/VdZYZipe2w&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start= Follow the leader – https://www.youtube.com/watch?v=F8dFtxQMXX0 Cha Cha Slide - https://www.youtube.com/watch?v=11gMUBEAUFw

	Summer 1 -Greek Dancing -Know that line dancing is a style of dance. -Know that Zorba is a Greek Dance. -Know what the words improvise, mirroring and unison mean. -Know how to perform using mirroring and unison.	Summer 1- Greek Dancing -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. -Perform line dances and Greek dancing in unison, following a routine. -Compare, develop and adapt movement and motifs to create longer dances in a Greek style. -Perform with some awareness of the beat, keeping in time with others. -Watch, describe and evaluate the effectiveness of a performance.	Improvise, mirroring, unison.	https://www.youtube.com/watch?v=5iR2bO9vEUc https://www.youtube.com/watch?v=kG12C1oX5Eo
Year 4 Dance and Performance	Autumn 2 - South African Gumboot Dancing <ul style="list-style-type: none"> - Know that gumboot dancing originated in South Africa. - Know some reasons for warming up and cooling down (to prevent injury and allow the body to recover). - Know and perform in unison. Spring 2 Jazz Dance (focus on unison) <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 how to compose a dance and then perform in unison. - Know and apply dance vocabulary. 	Autumn 2- South African Gumboot Dancing <ul style="list-style-type: none"> -Describe how the body reacts at different times and how this affects performance (stretching, movement, freezing). -Explain why exercise is good for your health. -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.	Dance style, Gumboot Dance, unison, rhythm, spatial awareness, control.	https://www.youtube.com/watch?v=fYYymWvhAI Music
Year 5 Dance and Performance	Autumn 2 – Hip-hop Dance (focus canon) <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. - Know what canon means and how to use it in a dance. - Know how to use transitions effectively and smoothly. 	Autumn 2 – Hip-hop Dance (focus canon) <ul style="list-style-type: none"> - Improvise freely in small groups to create own longer, more complex motifs from different stimuli to music. - Use simple choreographic devices such as canon. - Use transitions to link motifs smoothly together. - Perform with an awareness of rhythm and space. - 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. 	Motif, canon, rhythm, space, self and peer evaluation.	Music

