




**ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN**

**TOPIC TITLE/SUBJECT:** Dance

**YEAR GROUP:** 5

**TERM:** Spring 1

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Compose</li> <li>• Reflects</li> <li>• Stimuli</li> <li>• Sequences</li> <li>• Precision</li> <li>• Control</li> <li>• Dynamics</li> <li>• Spatial awareness</li> <li>• Phrases</li> <li>• Movement pattern</li> <li>• Unison</li> <li>• Canon</li> <li>• Control</li> <li>• Transitions</li> <li>• Link</li> <li>• Repetition</li> <li>• Motif</li> <li>• Fluency</li> <li>• Expression</li> <li>• Contrasting actions</li> <li>• Pulse</li> <li>• Phrase of sound and/or movement</li> <li>• Contract</li> <li>• Travel</li> <li>• Expand</li> <li>• Shape</li> <li>• Space</li> <li>• Footwork</li> <li>• Evaluate</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• Translate abstract images into movement.</li> <li>• Show a change of pace and timing in their movements.</li> <li>• Develop an awareness of their use of space.</li> <li>• Demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> <li>• Use transitions to link motifs smoothly together.</li> <li>• Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>• Ensure their actions fit the rhythm of the music.</li> <li>• Modify parts of a sequence as a result of self and peer evaluation.</li> <li>• Use more complex dance vocabulary to compare and improve work.</li> <li>• Perform own longer, more complex sequences in time to music.</li> <li>• Consistently perform and apply skills and techniques with accuracy and control.</li> <li>• Choose and use criteria to evaluate own and others' performances.</li> <li>• Explain why they have used particular skills or techniques and the effect they have had on their performance.</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>• At KS1, children have performed dances using simple movement patterns.</li> <li>• In lower KS2, children have practised using improvisation to create short motifs in response to various stimuli. They have begun to think about canon and unison both in partners and small group work.</li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• To replicate the shapes created by crushed rubbish i.e. cardboard – folded, cling film – squished and stuck together, foil – crunched and plastic – squeezed.</li> <li>• To perform a sequence of moving showing crushing and transporting rubbish.</li> <li>• To show the recycling process whilst focussing on a set starting shape and ending position.</li> <li>• Creating a sequence of movement showing all processes – rubbish thrown away, rubbish transported and being recycled into something new.</li> <li>• Responding to sounds by creating patterns.</li> </ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Showing ecological awareness through dance.</li> <li>• Recycling</li> <li>• Interpretative dance</li> </ul>
<p><b>Other/Cross Curricular Links with English/Maths</b></p> <ul style="list-style-type: none"> <li>• Maths - repetition, direction</li> <li>• Music - rhythm, pulse, beat</li> <li>• PSHCE -team work and co-operation, evaluating each other's learning and suggesting improvements.</li> <li>• Eco – global goals</li> </ul>		<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>• Prompt cards with ideas to support</li> <li>• Simplified moves to copy</li> <li>• Less success criteria</li> <li>• Clear modelling of ideas and suggestions from adult</li> </ul>