

Year group: Year Two Term: Autumn 2 Topic: Dance



National Curriculum Objectives		Substantive Knowledge and Disciplinary Knowledge				Vocabulary	
Pupils should be taught to perform dances using simple movement patterns.		I know how to respond to musical stimuli with movement. I know how to develop whole group movement. I know how to use improvisation to explore movement. I know how to create a sequence. I know how to create contrasting movement sequences. I know how to perform a sequence that demonstrates relationships. 				Interpret – the act of showing something through movement. Champion dancer – move with control, respond to the rhythm, move in relation to the music. Control – strong, purposeful movements. Link – transition between different movements / poses.	
Prior Learning						Key Sportsman	
In Year One the pupils learnt to create a sequence to show the relationship between heroes and villains.						Oti Mabuse is a dancer from BBC Strictly come dancing. She is from South Africa and she is 34 years old. She has several dancing titles from her Latin American performances. 	
Future Learning							
Pupils should be taught to perform dances using a range of movement patterns.							
Teaching Ideas							
Week One		Week Two		Week Three	Week Four	Week Five	Week Six
In a circle give the children a bottle of water and get them to move the water about and use words to describe how the water moves. Tell pupils to find a space and imagine that they are the water in the bottle. How can they move their whole body to imitate the water. Work with a partner and show different ways to move like water.		Show the pupils videos of a waterfall. How can they move their body like a waterfall? The start of a river is called ‘the source’ and the end of the river is called ‘the mouth’. Challenge pupils to create a river which flows from the source to the mouth. Can pupils create a river lying down, showing how the river winds and bends?		In a small circle perform a ripple movement around the circle in a wave. Repeat with different actions in a Mexican wave, a splash, a jump, a turn. Discuss words relating to rivers and incorporate new movements. Can the pupils incorporate three new movements to create a sequence? Create a river sequence in pairs.	Can pupils show what they know about the seaside? What actions or movements will they see at the seaside, swimming, surfing, sunbeds. Did they use big, clear movements? Encourage pupils to exaggerate movements. In small groups, can pupils choose their favourite three seaside activities and link the movements together.	Start by showing the children two different videos of the sea, a story sea and a calm sea. What do we notice, compare both seas. Ask pupils to move around the room using different actions and movements to represent both seas. Make sure pupils perform with big, strong movements. In pairs ask the children to put a three movement sequence together for a stormy / calm sea.	Begin the lesson by getting the children to move around as a shark. Invent a creature that lives under the sea. Think how their creature swims, eats, lives. Can they show you their creature thorough their movements. Do we float? Are they big? Are we slippery to touch? Are we spiky / hard? How do we move through the water? Are we a good or bad creature?