

Year group: Year One 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 perform movements in sequence. I know how to create movements that represent superpowers. I know how to create movement that represents a superhero rescuing or saving someone. I know how to move like a villain. I know how to explore relationships within our movements. I know how to explore character movements.				Champion dancers – move with control and respond to the rhythm of the music. Character – act like the person you are pretending to be Transform – transition from child to superhero. Expression – show the thoughts and feelings of the character on your face. Balance – standing frozen in a pose for 3-5 seconds. Villain – the enemy of a superhero.					
Prior Learning											
This is the first unit of dance for the pupils.						Key Sportsman					
Future Learning						Diversity is a dance troupe formed in London in 2007. They are best known for winning Britain's got talent. They are street dancers Since winning the competition the group have toured the country as dancers.					
In Year 2 the pupils will learn how to move to musical stimuli and perform a routine to their peers.											
Teaching Ideas											
Week One		Week Two		Week Three		Week Four		Week Five		Week Six	
Start the lesson with the children playing and imitating the moves of a child. Can they move about the space in a controlled way. Then when you tap the tambourine they need to transform into a superhero. They could turn, jump or roll. Once they have transformed they need to stand in their superhero pose.		Create movements that represent superpowers Discuss the superpowers of well known superhero's such as flying, speed, strength. Give the pupils time to explore the different movements they could create linked to each superpower.		Can the pupils perform their superhero movement and balance from last week. Get the pupils to move around the hall creating movements and actions to show them using their superpowers to save or rescue someone from danger. Are their movements big and clear?		Explain that villains like getting into mischief, cause trouble and try and move around with no noise. Can they move around the space like a villain might move? Pupils should perform their actions ensuring their movements are big, clear and silent. Villains are not always human they can be robots, ninjas or animals.		Describe the relationship between a superhero and a villain. There is a new villain in town called ‘copy cat’. In pairs partner 1 starts moving around the space and partner 2 copies their movements. On the bang of a tambourine partner 1 creates a balance. Can partner 2 copy their balance? Then rotate roles.		Explore movements that a real life hero might perform (police, doctor, firefighter). They could climb a ladder like a firefighter, or chase a robber like a policeman or march like a soldier. Movements should be big, clear and controlled. Can they create a balance like a real life superhero?	