

## YEAR 3

# Dance

## Scheme of Work

### Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

### Key Skills

- Physical: using canon, unison, formation, dynamics, pathways, direction
- Physical: copying and performing actions
- Physical: control
- Physical: balance
- Social: sharing ideas
- Social: respect
- Social: inclusion of others
- Social: leadership
- Social: working safely
- Emotional: confidence
- Emotional: acceptance
- Thinking: selecting and applying actions
- Thinking: creating
- Thinking: observing and providing feedback

### Learning Objective

<b>LESSON 1</b>	<b>THEME: Machines</b> To create actions in response to a stimulus and move in unison with a partner.
	<b>THEME: Machines</b>

<b>LESSON 2</b>	To create actions to move in contact with a partner or interact with a partner.
<b>LESSON 3</b>	THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.
<b>LESSON 4</b>	THEME: A Trip to... To remember, repeat and create actions to represent an idea.
<b>LESSON 5</b>	THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.
<b>LESSON 6</b>	THEME: A Trip to... To use choreographing ideas to develop our dance.
<b>LESSON 7</b>	THEME: Country and Western To use straight pathways and clear changes in direction in a line dance.
<b>LESSON 8</b>	THEME: Country and Western To use canon and unison to make our line dance look interesting.
<b>LESSON 9</b>	THEME: Country and Western To use formations, canon and unison to make our line dance look interesting.
<b>LESSON 10</b>	THEME: Superpowers To remember, repeat and create actions around a theme.
<b>LESSON 11</b>	THEME: Superpowers To understand and use formations.
<b>LESSON 12</b>	THEME: Superpowers To structure a dance to represent a theme.

## Assessment Criteria

### YEAR 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

## Links to the National Curriculum

### ENGLISH

- Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, shape, relationships
- Understand and follow instructions, linking actions to counts
- Communication with a partner and group
- Communicating and exploring ideas to create a dance phrase

### MATHS

- Counting to stay in time with music and a group
- Using distances to create accurate formations

### MUSIC

- Exploring rhythm
- Counting music to create movement

### HISTORY

- Learning about the Romans and expressing this through movement

### SCIENCE

- Exploring and demonstrating their understanding of magnetic forces through movement
- Exploring and demonstrating their understanding of the seasons through movement

## Health and Safety

For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.