

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: 5/6		Area of learning: Dynamic Dance (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> Moving to the beat of the music effectively (Year 5). 	
Term	Key Skills to be taught	
Autumn 2 2023 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> Observe and understand the style of street dance. Learn some street dance moves and devise poses. Perform in front of an audience. Dance as a group in time to music in a street dance style. 	

Vocabulary

Timing, beat, fluency, street dance, pose, routine, choreograph.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To identify and practise the patterns and actions in a street dance style.</p> <p>Key Knowledge: Street dance is often improvised and has in it many urban symbols, patterns, feelings and, definitely, swagger.</p>	<p>Recap – What can you remember from your dance lessons last year? What style of dance did you focus on?</p> <p>For this lesson, introduce the children to the style of street dance. Teach children to walk with a swagger in time to music. Also teach poses, side step and arm movements. Practice with music and put the moves together.</p>
2	<p>Learning Objective: To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Key Knowledge: A street dance routine consists of a variety of</p>	<p>Recap – What can you remember about the style of Street Dance? What does it consist of? Can you remember your routine from Lesson 1?</p> <p>For this lesson, recap the routine from lesson 1, without and then with music. Introduce some new steps - strut forwards & backwards, arms crossed over body, legs apart, etc.</p>

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	different steps and formations.	Pair children up - they then add on new moves to their routine from lesson 1. Discuss the formation that they may want to use: side by side, opposite, in front or behind, in canon (after each other) or unison (together). Perform the dances, half the class at a time, with the other half watching.
3	<p>Learning Objective: To create a dance that represents a street dance style.</p> <p>Key Knowledge: Understand a wider variety of steps to include in the ongoing routine.</p>	<p>Recap – Can you remember you and your partner’s routine from lesson 2? What does a street dance routine consist of?</p> <p>In this lesson, introduce some new steps into the children’s routine but as a whole class. The children may link these moves into their routine in any order and at any point. In pairs, the children continue to choreograph a routine, building on the existing routine and adding the new moves where appropriate.</p>
4	<p>Learning Objective: To create a dance as a group, using any street dance moves.</p> <p>Key Knowledge: Understand the different shapes, pathways and transitions between moves that are available.</p>	<p>Recap – What were the new steps that we introduced into our routine as a whole class in the previous lesson? Can you remember your routine up to this point?</p> <p>In this lesson, children organise themselves into groups - discuss how their routines so far, with a partner, can be adapted to suit a group. After time to practise and then feedback on what has happened so far, children perform the dance after having a short discussion with their group on what needs changing or perfected.</p>
5	<p>Learning Objective: To create a dance as a group, using any street dance moves. To perform and analyse own and others’ performance.</p> <p>Key Knowledge: Understand the performance element of exaggerated moves and fluency in changing from one move to another.</p>	<p>ASSESSMENT LESSON</p> <p>Recap – Can you remember your group routines from the previous lesson? What were some of the new steps you saw for the first time? Remind each other about some of the different shapes, pathways and transitions between moves that are available.</p> <p>In this lesson, allow the children two or three practises in their groups. Each group in turn performs their routine to the rest of the class. The audience observes and analyses each performance.</p>

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Learning Outcome/product

Children can perform a dance as a group in time to music in a street dance style.

Assessment records	List only those children who have not achieved the expected outcomes.