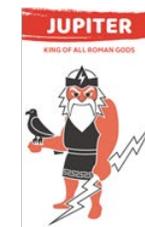


Vocabulary	
Warm up Preparing your body before strenuous exercise to avoid straining muscles: Stretching, Pulse raising & Mobility of joints	Cool down Low-impact or slower exercise to help your body return to normal after strenuous exercise
Formations	Choreograph
Unison & Cannon	Expression
Levels	Dynamics

Key Physical focus
Copy/learn, Practice/remember, Perform
Create movements to express feelings or ideas that are suggested by the music
Link several movements together to form a sequence. Remember the movements order and perform the sequence

Basic Skills	
Instructions	Follow and understand instructions set to make a safe working environment.
Dance	Link various steps and movements to music
Rhythm	Move to the beat of the music
Sequence	A combination of steps repeated.
Participation	Actively take part in dance and enjoy expressing themselves through movement



FUNS assessment Framework

Creative (A)	Physical (A&B)	Cognitive (B)
EXPRESS. ADAPT AND ADJUST I can respond imaginatively to different situation, adapting and adjust my movements so they are different from or in contrast to others.	COMBINE WITH FLUENCY I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	MAKE GOOD DECISIONS I have a clear idea of how to develop my own and others' work.
REFINE AND CHANGE I can link actions and develop sequences of movement that express my own ideas.	LINK WITH QUALITY I can perform a variety of movements and skills with good body tension.	DESCRIBE HOW TO IMPROVE Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. Use awareness of space and others to make good decisions
RECOGNISE AND RESPOND I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	PERFORM WITH CONTROL I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	EXPLAIN WHY I can explain what I am doing well and I have begun to identify areas for improvement

Lesson Progression

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|---|---|
| | Lesson Progression |
| 1 | Learn and practice new movements that relate to a theme/ stimulus. |
| 2 | <ul style="list-style-type: none">Recall movements learned in previous lesson and learn and practice different movements that relate to a theme/ stimulus.Introduce the use of directions to transition between formations. |
| 3 | In groups, use different stimulus (linked to the theme) to create their own movements to build movement idea bank. |
| 4 | <ul style="list-style-type: none">Introduce a Dance criteria based to include in choreography (levels and formations).Start to choreograph own dances in groups by using, adapting and developing pre-learned and own movements appropriate to the stimulus. |
| 5 | Practice and refine choreography to meet the criteria, develop control over movements and attempt to include different dynamics and timings (unison and cannon) |
| 6 | <ul style="list-style-type: none">Perform group choreography to the class.Evaluate, refine and develop their own and others work considering timing in relation to the music and other dancers throughout the performance |