

Vocabulary	
<b>Warm up</b> Preparing your body before strenuous exercise to avoid straining muscles: Stretching, Pulse raising, Mobility of joints	<b>Cool down</b> Low-impact or slower exercise to help your body return to normal after strenuous exercise
<b>Levels</b> <b>Abstract</b>	<b>Rhythm</b> <b>Expression</b>

Key Physical focus
Copy/learn
Practice/remember
Create actions to tell a story
Generate ideas and actions using music, videos, stories and pictures as stimuli
Timing to the music (Rhythm)
Control

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
Participate	Actively take part in dance and enjoy expressing themselves through movement



## FUNS assessment Framework

Creative (A)	Physical (A&B)	Cognitive (B)
<b>REFINE AND CHANGE</b> I can link actions and develop sequences of movement that express my own ideas.	<b>LINK WITH QUALITY</b> I can perform a variety of movements and skills with good body tension.	<b>DESCRIBE HOW TO IMPROVE</b> 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
<b>RECOGNISE AND RESPOND</b> I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	<b>PERFORM WITH CONTROL</b> 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	<b>EXPLAIN WHY</b> I can explain what I am doing well and I have begun to identify areas for improvement
<b>COMPARE AND DEVELOP</b> I can begin to compare my movements and skills with those of others. I can select and link movements together.	<b>PERFORM SIMPLE SEQUENCES</b> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	<b>RECOGNISE AND ORDER</b> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working well.

## Lesson Progression

1

- Develop counts and timing to beats in music.
- Use creativity to explore a range of basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

2

- Recall movements learned in previous lesson. Use creativity to explore different basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

3

- Recall movements learned in previous lesson. Continue to add to movement content using creativity to explore different basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

4

- Introduce the idea of abstract movements and use creativity to apply this to movements learned in previous lessons.
- Use favourite movement content learnt in previous lessons to create own short dances in pairs.

5

- Continue to build and rehearse the paired dances from previous lesson.
- Develop and improve the quality of the dances through control, musicality, levels, and expression (including abstract movements).

6

- Refine the dance from previous lesson.
- Perform paired dances to the class.
- Evaluate their own and others work and learn how to improve their own work.