

## 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
Formations	Choreograph
Unison & Cannon	Expression
Dynamics	Facings



## Key Physical focus

Copy/learn, Practice/remember, Perform
Combine skills to develop flexibility, strength, technique, control and balance
Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance

## 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)
<b>VARIETY AND DISGUISE</b> I can effectively disguise what I am about to do next. I can use a variety and creativity to engage an audience	<b>APPLY WITH CONSISTENCY</b> I can effectively transfer skills and movements across a range of activities and tasks. I can perform a variety of skills consistently and effectively in challenging situations.	<b>ANALYSE PERFORMANCE</b> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can adapt my movements to different criteria.
<b>EXPRESS. ADAPT AND ADJUST</b> I can respond imaginatively to different situation, adapting and adjust my movements so they are different from or in contrast to others	<b>COMBINE WITH FLUENCY</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	<b>MAKE GOOD DECISIONS</b> I have a clear idea of how to develop my own and others' work.
<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

## Dance | PE | Upper KS2

	Lesson Progression
1	Copy, repeat and perform actions based on a theme/ stimulus.
2	Develop the learned movements using own expression, adapting and personalising movements.
3	Explore, improvise and combine movement dynamics, levels and facings to express ideas and introduce their own movements based on the stimulus.
4	Work in partners and small groups to share ideas and explore different formations, facings and timing (cannon/unison).
5	<ul style="list-style-type: none"><li>• Choreograph own dances by using, adapting and developing pre-learned and own movements appropriate to the stimulus.</li><li>• Meet the Dance criteria based on previous lesson focuses (expression, dynamics, levels, formations).</li></ul>
6	<ul style="list-style-type: none"><li>• Perform group choreography to the class.</li><li>• Evaluate, refine and develop their own and others work considering timing in relation to the music and other dancers throughout the performance</li></ul>