



# Physical Education

## Dance: Witches and Wizards

### Unit Purpose

The unit of work will challenge pupils to respond to different stimuli being able to **sustain characters** to add drama and **emotion** to the dance.

Pupils will bring together their **choreography** and characterisation skills to tell a story.

### Inspire Me

**Did you know...** In order to test whether a woman was a witch, people would perform a 'ducking'. This meant throwing the 'witch' into a river tied up. If they escaped, they were a witch. If they did not, they usually drowned!



### Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- C** Pupils will understand what makes an 'excellent dancer'. Pupils will apply creativity as they try a range of movement options.
- S** Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Interconnecting:** are movements that involve one pupil moving over, under, around another pupil or movements that involve two pupils connected to each other.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

#### Integrity

**Developing** sequences in a small groups that show character emotion

Witches and Wizards: Responding to stimuli

#### Communication

Creating sequences in a small groups whilst performing in character

**Creating** motifs with a partner in character

#### Transition to Year 4

**Explore** the behaviours of children, men and women in 1939

#### Year 3 Learning Journey

#### Problem Solving

**Developing** characters and extending the story

#### Cooperation

Extending performances with a partner in character

#### Self Motivation

**Developing** characterisation by exploring good vs bad characters



# Physical Education

## Dance: Wild Animals

### Unit Purpose

The unit of work will challenge pupils to respond to different stimuli being able to **sustain characters** to add drama and **emotion** to the dance.

Pupils will bring together the **choreography** to create a final performance in groups.

### Inspire Me

**Did you know...** Giraffes have black tongues. Why? It's so they don't get sunburnt while they eat. Their tongues on average are around 20 inches long.



### Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
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- S** Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

### Vocabulary for Learning

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**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

#### Integrity

**Developing** character dance. Exploring two contrasting cats

Wild Animals: Responding to stimuli

#### Communication

**Extending** sequences with a partner in character

**Extending** sequences with a partner in character

Cats: Responding to stimuli working together

Transition to Year 4

Year 3 Learning Journey

#### Problem Solving

**Developing** character dance into a motif

#### Cooperation

**Developing** sequences with a partner in character that show relationships

#### Self Motivation

**Extending** dance skills in choreography



# Physical Education

## Dance: Weather

### Unit Purpose

The unit of work will challenge pupils to respond to different stimuli, being able to add drama and **emotion** to the dance.

Pupils will create a performance which will include; **stage presence, timing, rhythm** and sustaining **character**.

### Inspire Me

**Did you know...** Death Valley (USA) holds the record for the hottest temperature ever recorded on Earth, which is 56.7 degrees. The lowest temperature ever recorded on Earth is -89.2 °C in Antarctica.



### Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- C** Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- S** Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



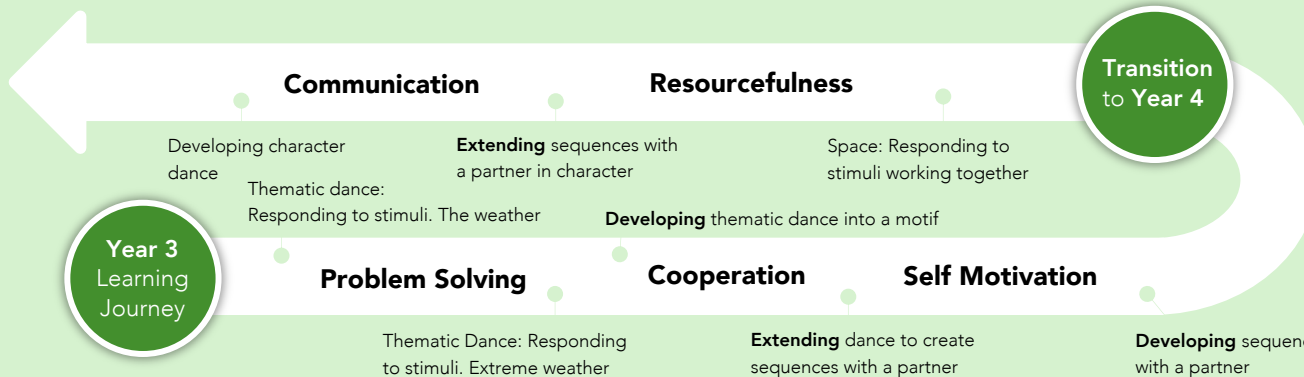
### Sport Specific Vocabulary

**Rhythm:** is a repeated pattern of movements or sounds.

**Timing:** in dance, timing refers to moving to the beat of the music.

**Stage presence:** is the ability of a dancer to capture and command the attention of an audience's attention.

**Motif:** is a series of movements that are repeated.





# Physical Education

## Dance: World War II

### Unit Purpose

The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day.

Pupils will perform with emotion, timing, rhythm and be able to sustain their characters.

### Inspire Me

**Did you know...** World War II is generally considered to have begun on 1 September 1939, when Germany, invaded Poland. World War II ended in Europe on May 7, 1945, when Germany surrendered to the Allies in France.



### Key Success Criteria

- P** Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- C** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- S** Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their sequences.
- W** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

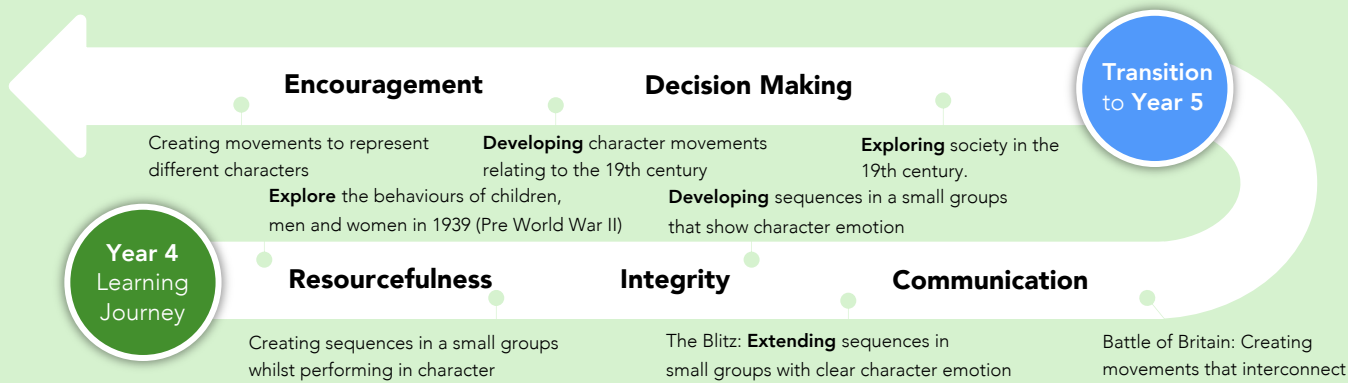


### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Interconnecting:** are movements that involve one pupil moving over, under, around another pupils or movements that involve two pupils connected to each other.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.





# Physical Education

## Dance: Space

### Unit Purpose

The unit of work will challenge pupils to explore movement through improvisation, introducing **unison** and **matching**. Pupils will sustain their characters to add drama and **emotion** to the dance.

Pupils will extend their dance skills by using more complex **interacting movements**, actions and incorporate apparatus.

### Inspire Me

**Did you know...** you would not be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface! Also if you could fly a plane to Pluto, the trip would take more than 800 years!



### Key Success Criteria

- P** Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- C** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- S** Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.
- W** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

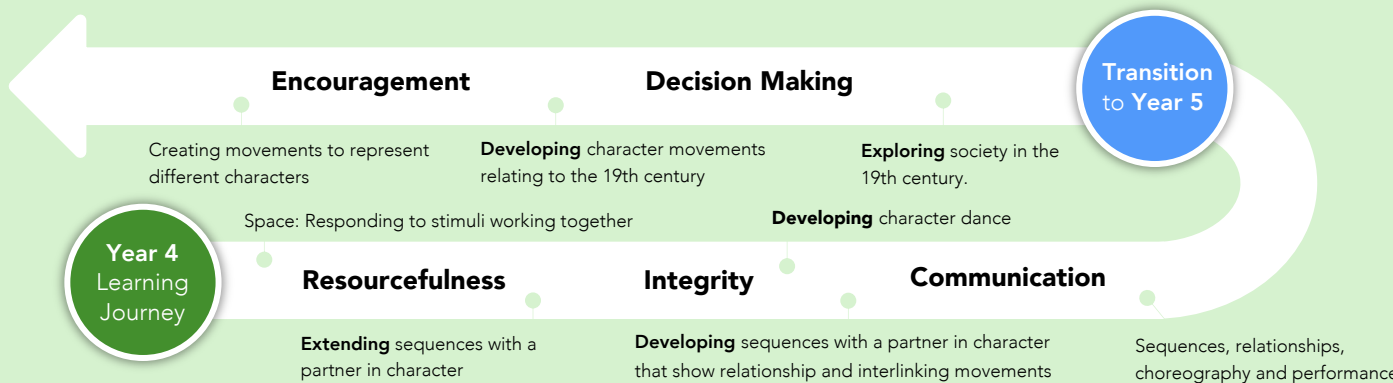


### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.





# Physical Education

## Dance: Cats

### Unit Purpose

The unit of work will challenge pupils to explore movement through improvisation, introducing **unison** and **matching**. Pupils will sustain their characters to add **drama** and **emotion** to the dance. Pupils will extend their dance skills by using more complex **interacting movements**, actions and incorporate apparatus.

### Inspire Me

**Did you know...** the first year of a cat's life is equal to the first 15 years of a human life. The average cat spends 70% of their lives sleeping, which works out to be around 13-16 hours a day.



### Key Success Criteria

- P** Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- C** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- S** Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.
- W** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Flow:** This is when a dancer moves from one action to another smoothly and without stopping.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

#### Encouragement

**Creating** movement using improvisation

Cats: Responding to stimuli working together

#### Decision Making

**Extending** Greek God sequences using compositional principles

**Developing** character dance. Exploring two contrasting cats

**Exploring** the Greeks using compositional principles

Transition to Year 5

Year 4 Learning Journey

#### Integrity

**Extending** sequences with a partner in character

#### Communication

**Developing** sequences with a partner in character that show relationship and interlinking movements

#### Resourcefulness

Sequences, relationships, choreography and performance





# Physical Education

## Dance: The Circus

### Unit Purpose

The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through **clear movements** and **expression**. Pupils will be able to perform their circus routine as part of a group.

### Inspire Me

**Did you know...** the circus was first established by Philip Astley in 1768. Astley would perform tricks on top of horses in a circular ring, which he would refer to as a 'circus'.



### Key Success Criteria

- P** Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.
- C** Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.
- S** Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

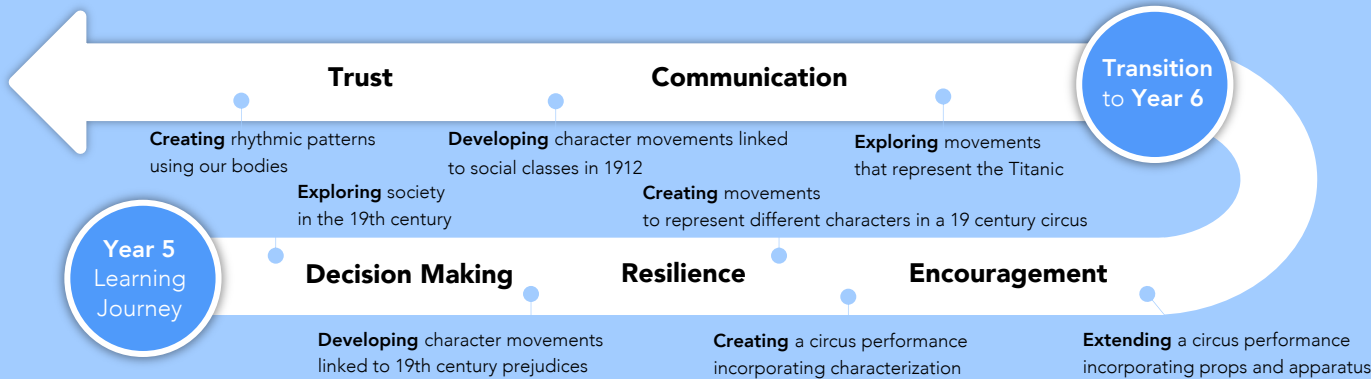


### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.





# Physical Education

## Dance: Greeks

### Unit Purpose

The unit of work will challenge pupils to create movement using improvisation, to select and **choreograph** ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with **control** and balance and good dynamics, concluding with an opening ceremony performance.

### Inspire Me

**Did you know...** The first Olympic Games began over 2,700 years ago in Olympia, Greece. The ancient games were a religious festival, held in honour of Zeus, the king of the gods.



### Key Success Criteria

- P** Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.
- C** Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.
- S** Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Compositional:** means the ability to create a dance performance in relation to a poem or piece of music.

**Improvisation:** means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation.

#### Respect

Experiencing dance from a different culture

**Exploring** the Greeks using compositional principles

#### Reflection

**Creating** rhythmic patterns using our bodies

**Creating** movement using improvisation

Performing with technical control and rhythm

Transition to Year 6

#### Resilience

**Extending** Greek God sequences using compositional principles

#### Encouragement

**Creating** sequences with a partner in character that show relationship and interlinking movements

#### Decision Making

Opening ceremony performance

Year 5 Learning Journey





# Physical Education

## Dance: Carnival

### Unit Purpose

The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance.

Pupils will continue to use their bodies to perform technical movements with **control** and **rhythm**.

### Inspire Me

**Did you know...** Rio's Carnival is registered on the Guinness Book of Records as the biggest carnival in the world. There are more than 2 million people dancing on the streets every day during the carnival in Rio.



### Key Success Criteria

- P** Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.
- C** Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- S** Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

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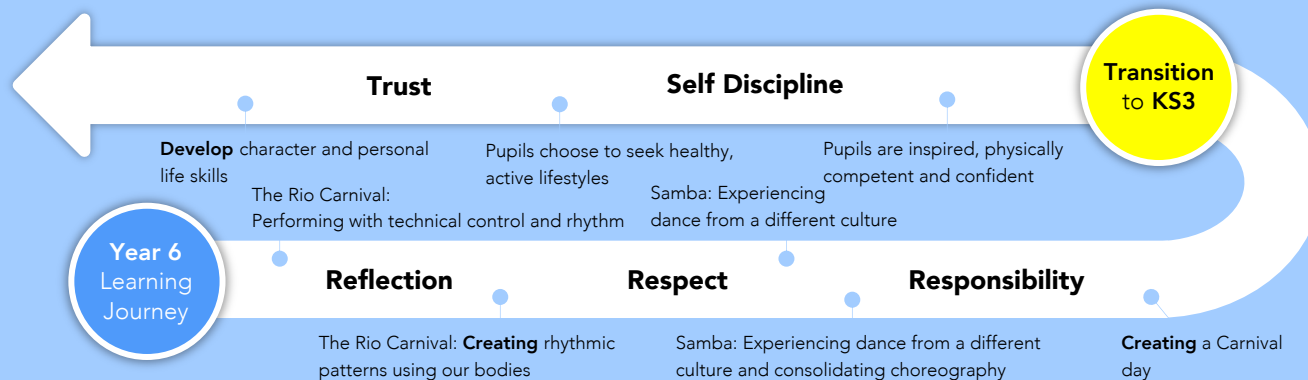


### Sport Specific Vocabulary

**Stimulus:** stimulus is something that provokes or causes an action or response.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

**Rhythm:** is a repeated pattern of movements or sounds.





# Physical Education

## Dance: Titanic

### Unit Purpose

The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.

Pupils will perform **choreographed** movements and balances that incorporate **emotion, expression** and **characterisation**.

### Inspire Me

**Did you know...** The Titanic sank on 15 April 1912 in the North Atlantic Ocean, four days into her maiden voyage from Southampton to New York City. The Titanic had an estimated 2,224 people on board only 706 survived.



### Key Success Criteria

- P** Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.
- C** Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- S** Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

### Vocabulary for Learning

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### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Rhythm:** is a repeated pattern of movements or sounds.

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