

		Children move confidently and safely in their own and general space whilst exploring basic actions; e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.		
		UNIT 1	UNIT 2	UNIT 3
YEAR 1	1	To explore moving into a free space on your own, with a partner and a small group.	Explore different ways to move body parts.	Explore changes of speed and level using shapes and actions.
	2	Explore and identify basic travelling movements whilst moving confidently in the space.	Explore moving different body parts in contrasting ways, in relation to stimuli.	Create the beginning of a dance sequence.
	3	To explore jumping in a space.	Create a simple dance sequence using movements inspired by specific characteristics.	Create a dance sequence with a clear beginning, middle and end.
	4	Create a dance phrase using basic travel and jumping actions.	Explore gesture using a variety of body parts.	Identify qualities of movement and apply them to portray a (toy) character.
	5	Explore and understand balance, using visual images.	Use gestures and movement to convey a character.	Create a dance sequence focusing on movement qualities.
	6	To use travel, jumps and balance to create a simple dance sequence.	Create a dance sequence, using a character as a stimulus.	Perform a dance sequence in a group, using changes of speed.
			ANIMALS/JUNGLE	TRADITIONAL TALES

		To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.		
YEAR 2		UNIT 1	UNIT 2	UNIT 3
	1	Explore different travelling movements that express a feeling.	Understand the importance of warming up the body. Create a warmup sequence.	Explore jumping and gesture to create a spring day dance sequence.
	2	Perform a movement phrase that illustrates a feeling.	Explore and Identify a range of actions with levels using a sport theme.	Develop basic gestures to create a summer dance sequence.
	3	Change the order of movements to create a dance sequence using contrasting feelings.	Use sporting activities as stimuli to create a motif.	Create and perform two linked dance sequences.
	4	Explore different feelings using music as stimuli. Mirror movements of a partner.	Create and perform a motif to music with a partner.	Explore turning and movement qualities. Extend and Autumn wind dance sequence.
	5	Create a dance phrase, using music as the stimulus.	Create a beginning to a dance sequence that uses simple canon.	Explore and create moments of stillness. Use movement qualities associated with Ice.
	6	Adapt a dance sequence to communicate a mood or feeling.	Create and perform a dance sequence with a clear beginning, middle and end.	Link and adapt dance sequences. Create a dance sequence using contrasting movement qualities.
		EMOTIONS/FEELINGS	WARM UP/SPORTS	SEASONS

		<p>In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	
YEAR 3		UNIT 1	UNIT 2
	1	Move to a beat or rhythm, using basic actions.	To be able to identify dynamics in music and apply the appropriate movement.
	2	To be able to move to a rhythmic pattern. Perform the key movements of the DDMIX African dance.	In response to visual stimuli, create a movement phrase using dynamics.
	3	Link the key movements to form the DDMIX African dance sequence.	Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group.
	4	To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance.	Demonstrate the use of dynamics through a Japanese dance.
	5	Work in groups to combine African inspired dance phrases.	Use shape and formation when performing the key movements of a Japanese dance.
	6	Perform, watch and evaluate a dance sequence, providing constructive feedback.	Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups.
		AFRICAN	JAPANESE

		UNIT 1	UNIT 2
YEAR 4		In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. In dance as a whole, children should think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	
	1	Learn the key movements of the DDMIX 1980s dance, demonstrating clear dynamics.	To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics.
	2	Link the 1980s key movements to form a dance. Perform with a partner using changes of level and direction.	Explore simple canon using disco movements.
	3	Create a character and narrative within a 1980's dance.	Apply cumulative canon and unison to a disco dance.
	4	Create a dance sequence with a narrative from everyday activities. Work constructively in a group	Create a disco dance sequence inspired by visual stimuli.
	5	Make changes of level and direction to an everyday activity dance sequence, whilst applying group formation.	Experiment with different levels, direction and group formations in a disco dance sequence.
	6	Combine the everyday activity sequence into the DDMIX 1980's dance. Perform and evaluate dance sequence.	Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback.
		1980's	DISCO

In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles working with partners and groups. During dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

		UNIT 1	UNIT 2
YEAR 5	1	Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison.	To learn the key movements of the DDMIX Arabic dance, demonstrating clear dynamics.
	2	Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison.	To link key movements to form the DDMIX Arabic dance.
	3	Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group.	Choreograph an Arabic dance sequence, focusing on contrasting dynamics
	4	Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics.	Apply a choreographic device to an Arabic dance sequence.
	5	Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence.	Create an Arabic dance sequence by linking given and devised movements.
	6	Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.	Perform an Arabic dance using contrasting dynamics and expression.
		LINE DANCE AND HAND JIVE	ARABIC

		UNIT 1	UNIT 2
YEAR 6		In this unit children focus on different characters and visual images as the starting point for composing, performing and watching dance. In dance as a whole, children should think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	
	1	Learn the key movements of the DDMIX Charleston dance, demonstrating clear dynamics.	Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics.
	2	Link the Charleston key movements to form a sequence. Use expression and scale of movement to show character.	Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance.
	3	Perform a Charleston dance, using expression for comic effect.	To understand how a dance is formed. Create a motif using pictures as stimuli.
	4	Learn the key movements of a 1960s dance, demonstrating clear dynamics.	Create a Bollywood dance phrase to tell a story.
	5	Link the key movements to form the 1960s dance. Children create a 1960s sequence from auditory stimuli.	To link a motif and a phrase to form a dance, adding a clear beginning and end.
	6	Perform a 1960s dance sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.	Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback.
		CHARLESTON AND 1960'S	BOLLYWOOD

