

knowing

creating

Dance &
Dancers

Choreography &
Improvisation

Dance

action, dynamics, space, relationships

Performance &
Consistency

What Makes Dance
Dance?

Respond &
Appreciate

using

analysing

evaluating

R•E•A•L Opportunities (How we will learn)

Children will improvise, choreograph and perform stylised movements.

When units of work are planned and designed the three elements below must be considered to place dance in context as an art form and a cultural phenomenon.

| 1 The Story Of Dance | 2 Cultures and Traditions |
|--|--|
| <p>What kind of dance are we doing? Is it modern? 20th Century? Traditional etc?</p> <p>What can we learn from watching famous or established dancers and choreographers which may enrich our own practice?</p> <p>Children should develop an understanding of the chronological evolution of dance from its early beginning to its modern forms.</p> | <p>What are the origins of this dance. What are the associated cultural words/traditions/beliefs? If we are learning about Samba can we find Brazil on a map? Can we learn the correct Portuguese words for the moves we are learning?</p> <p>As citizens of Stanley Road we will explore each others' cultures and beliefs through dance.</p> |
| 3 Dance, dance, everywhere | |
| <p>We will make sure that dance is placed in real contexts, e.g. where do we see dance around us, on stage, on television and what is its impact on our lives?</p> | |

Children will work towards at least one choreographed dance performance a year at Dance Share, our annual dance showcase, and at STARfest, the Stanley Road Arts festival.

Children should learn:

| to perform | to deconstruct | to appreciate | to choreograph |
|---|--|--|---|
| using | analysing | evaluating | creating |
| Children will learn to use increasingly controlled physical movement, , developing balance, flexibility, agility, accuracy and co-ordination to explore the elements dof the dance toolbox. | Children examine dance and movement in detail, isolating the individual techniques, motifs and phrases to build a growing awareness of how dance works and developing specific technical vocabulary. | Children learn to critique dance, judging quality and responding as an audience, offering praise and developmental advice. | Children create and improvise motifs, phrases, and extended dance projects, developing their vision using the correct technical vocabulary. |

R•E•A•L Outcomes (What will learning look like?)

The Depth & Breadth Assessment Model: Points System

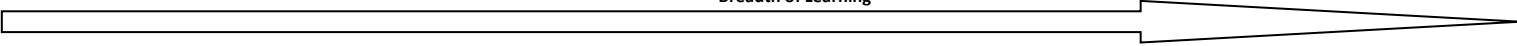
| Phase 1 | | | | | Phase 2 | | | | Phase 3 | | | | | | | | |
|------------------|-------------------|---------------|---|------------------|-------------------|---------------|--------|------------------|-------------------|---------------|--------|----|----|-----|----|----|-----|
| Year 1 | | Year 1 | | | Year 3 | | Year 4 | | Year 5 | | Year 6 | | | | | | |
| Surface Learning | Enhanced Learning | Deep Learning | | Surface Learning | Enhanced Learning | Deep Learning | | Surface Learning | Enhanced Learning | Deep Learning | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | | 3+ | | | 6+ | | | 9+ | | | 12+ | | | 15+ | | | 18+ |

We are assessing not just the amount that children learn, but the **depth** and **breadth** of their learning. We monitor how well a child understands a concept and how useful that learning becomes. Progress in the D&B model widens from shallow, surface-level learning, to an enhanced understanding then beyond, into deep, thoughtful ownership. Extremely deep and rich learning within a year group is recorded as *n+* signifying mastery of the subject.

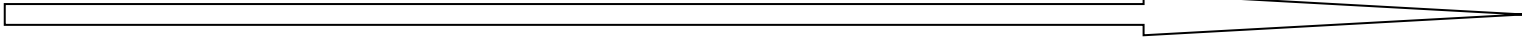
We chart children's understanding on this continuum, giving them a numerical score, based on averages. This is their attainment. The difference in *attainment* from one assessment to the next is their *progress*. The combination of both in a broad picture is their *achievement*.

| with support and modelling | with modelling | independently | mastery (<i>n+</i>) |
|---|--|--|--|
| Children attempt and complete learning after concepts and skills are clearly demonstrated. They make mistakes, are assisted and use consistent and continuing feedback to improve during the process. | Children attempt and complete learning after concepts and skills are clearly demonstrated. They work collaboratively or unaided, needing formative feedback, demonstrating maturing skills and concepts. | Children attempt and complete work confidently and independently, in collaboration or alone. They are largely unaided with minimum scaffolding and are demonstrating embedded skills and concepts. | Children's knowledge and understanding of the subject is so deep and thorough that they have required personalised extension and enrichment from the class teacher. Their work shows unusual insight, broad applications and great creativity. |

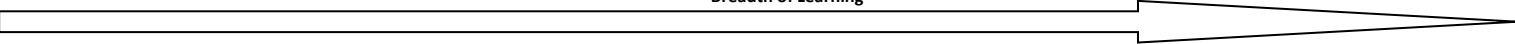
PHASE 1

| Depth of Learning | | Stage of Teaching | Breadth of Learning  | | | |
|-------------------|-------------------|-------------------|--|--|--|---|
| | | | to perform | to deconstruct | to appreciate | to choreograph |
| | | | using | analysing | evaluating | creating |
| 1 | Surface Learning | Year 1 | <ul style="list-style-type: none"> I can work safely in the space. I can move in time to music or pulse, fitting my movements to the beat. I can demonstrate <i>travel, turn, stillness, gesture and jump</i> when asked to do so. I can remember short movement patterns. I can move with confidence and perform to others. I can talk about what happens to my body when active. | <ul style="list-style-type: none"> With support & modelling I can talk about the dances I watch using the words <i>travel, turn, stillness, gesture and jump</i>. | <ul style="list-style-type: none"> With support & modelling I can identify my own strengths as a dancer in simple terms, using the words: <i>travel, turn, stillness, gesture and jump</i>. I enjoy watching people dance. | <ul style="list-style-type: none"> I can move spontaneously to a rhythmic stimulus increasingly using the action elements <i>travel, turn, stillness, gesture and jump</i>. I can link movements together. I can select and devise simple motifs of my own invention and use them in dance. I can respond to different starting points. |
| 2 | | | | | | |
| 3 | Enhanced Learning | | | | | |
| 4 | | | | | | |
| 5 | Deep Learning | | | | | |
| 6 | | | | | | |

PHASE 3

| Depth of Learning | | Stage of Teaching | Breadth of Learning  | | | |
|-------------------|-------------------|-------------------|---|---|--|--|
| | | | to perform | To deconstruct | to appreciate | to choreograph |
| | | | using | analysing | evaluating | creating |
| 1 | Surface Learning | Year 3 | <ul style="list-style-type: none"> I can perform a range of actions with control, coordination and body tension. I can remember movement phrases. I can perform short dances with a sense of audience. | <ul style="list-style-type: none"> I can describe what I see and do using developing dance language. | <ul style="list-style-type: none"> I can respond to feedback and give effective feedback reflecting success criteria. | <ul style="list-style-type: none"> I can respond imaginatively to a range of different stimuli I can develop phrases using actions, space and dynamics with a partner or small group. Link actions to create short dances. Contribute and share dance ideas in pairs and small groups. Respond appropriately to a range of accompaniment. |
| 2 | | | | | | |
| 3 | Enhanced Learning | | | | | |
| 4 | | | | | | |
| 5 | Deep Learning | | | | | |
| 6 | | | | | | |

HASE 3

| Depth of Learning | | Stage of Teaching | Breadth of Learning  | | | |
|-------------------|-------------------|-------------------|---|--|---|--|
| | | | to perform | to deconstruct | to appreciate | to choreograph |
| | | | using | analysing | evaluating | creating |
| 1 | Surface Learning | Year 5 | <ul style="list-style-type: none"> I can perform a range of actions with control, coordination, body tension and fluency I can remember phrases and dances. I understand the importance of warming up, cooling down and moving safely. | <ul style="list-style-type: none"> I can identify compositional devices such as repetition/cannon I can talk about the forms and styles of some dances. I understand that people dance for many different reasons and can discuss some. | <ul style="list-style-type: none"> I can respond to feedback and know how to improve performance and composition I can give construction feedback to others. | <ul style="list-style-type: none"> I can confidently and imaginatively respond to and research a range of dance ideas. I can create and select appropriate actions, space, dynamics and relationships. I can link actions to create dance phrases. I can confidently discuss and share dance ideas in pairs, in groups and with the class. |
| 2 | | | | | | |
| 3 | Enhanced Learning | | | | | |
| 4 | | | | | | |
| 5 | Deep Learning | | | | | |
| 6 | | | | | | |

Dance Tool box

| | | |
|---|--|--|
| <p>Action</p> <p>Travel</p> <p>Jump</p> <p>Turn</p> <p>Gesture</p> <p>Stillness</p> <p>Space</p> <p>Shape</p> <p>Direction</p> <p>Pathways</p> <p>Level</p> | <p>Dynamics</p> <p>Force</p> <p>Speed</p> <p>Flow</p> <p>Relationships</p> | <p>Compositional Process Model</p> <ul style="list-style-type: none">• Stimulus response• Improvise• Select• Develop• Structure |
|---|--|--|