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					
What kind of dance are we doing? Is it modern? 20 th Century? Traditional etc?	What is the origins of this dance. What are the ascociated cultural words/traditions/beliefs? If we are learning about Samba can we find Brazil on a map? Can we leran the correct Portugese words for the					
What can we learn from watching famous or established dancers and choreographers which may enrich our own practice?	moves we are learning?					
one eag. aprile a military chinen our empraerie.	As citizens of Stanley Road we will explore each others' cultures and					
Children should develop an understanding of the chronological	beliefs through dance.					
evolution of dance from its early beginning sot its modern forms.						
3 Dance, dance, everywhere						

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 ios its impact on our lives?

Children will work towards at least one choreographed dance performances 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	Children examine dance and movement	Children learn to critique dance,	Children create and improvise motifs,
controlled physical movement, ,	in detail, isolating the individual	judging quality and responding as an	phrases, and extended dance projects,
developing balance, flexibility, agility,	techniques, motifs and phrases to build	audience, offering praise and	developing their vision using the correct
accuracy and co-ordination to explore	a growing awareness of how dance	developmental advice.	technical vocabulary.
the elements dof the dance toolbox.	works and developing specific 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							
	face rning		nced ning		eep ming		face rning		nced ning		ep ning		face ning		nced ning		eep rning
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 widen 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.

			Stage		Breadth c	of Learning												
	Depth of Lea	arning	of Teachi ng	to perform	to deconstruct	to appreciate	to choreograph											
	·			using	analysing	evaluating	creating											
	1	Learning		space. I can move in time to music or pulse, fitting my	I can move in time to	With support & modelling	 I can move spontaneously to a rhythmic stimulus increasingly using the action elements travel, 											
	2	Surface	• I can demonstrate travel, turn, stillness, gesture and jump 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. • I can modify speed safely, with basic balance and control. • I can modify my movements using the elements of dynamics fast/slow, heavy/light • I can demonstrate travel, turn, stillness, gesture and how si	 I can demonstrate travel, turn, stillness, gesture and jump when asked to do so. 		I can identify my own strengths as a dancer in simple terms, using the words: travel, turn, stillness, gesture and	turn, stillness, gesture and jump. I can link movements together.											
ASE 1	3	ced Learning		stillness, gesture and jump.	 jump. I enjoy watching people dance. 	 I can select and devise simple motifs of my own invention and use them in dance. I can respond to different starting points. 												
PHAS	4	Enhanced													 I can modify speed safely, with basic balance and control. I can modify my 		I can identify my own strengths as a dancer in	 I can move spontaneously to a different stimuli
	5	ing			elements of dynamics fast/slow, heavy/light I can demonstrate travel,	 With support I can watch a dance and talk about how simple dynamics fast/slow 	simple terms a developing vocabulary. • I can identify areas in need of improvement in	confidently exploring my own personal space and pathways in an improvisational manner.										
	6	Deep Learning	Ye	 jump when asked to do so and apply them in basic terms in my dancing. I can show expression through face, posture, action and dynamics. I know we should prepare for dance safely. 	heavy/light are used.	my own technique through other's feedback and give feedback to others on success criteria. I enjoy watching dance in a range of contexts.	 I can explore movements that create dance ideas. I can discuss and share ideas with a dance partner. 											

			Stage		Breadth of	Learning											
	Depth of Lea	rning	of Teachi ng	to perform	To deconstruct	to appreciate	to choreograph										
				using	analysing	evaluating	creating										
	1	Learning	Year 4 Year 3		I can perform a range of			 I can respond imaginatively to a range of different stimuli I can develop phrases using 									
PHASE 3	2	Surface		 actions with control, coordination and body tension. I can remember movement phrases. 	I can describe what I see and do using developing dance language.	I can respond to feedback and give effective feedback reflecting success criteria.	 actions, space and dynamics with a partner or small group. Link actions to create short dances. 										
	3	ed Learning		 I can perform short dances with a sense of audience. 			 Contribute and share dance ideas in pairs and small groups. Respond appropriately to a range of accompaniment. 										
	4	Enhanced			 I can perform expressively 		 I can describe what I see and do using appropriate dance 	 I can move imaginatively explore and experiment with different actions in 									
	5	Learning													using dynamic qualities to illustrate the dance idea. I can show sensitivity to others. I understand the	 With support and modelling I can describe and interpret aspects of production such as costume and setting. 	language. I can respond to feedback and give effective feedback reflecting success criteria.
	6	Deep Le		importance of warming up, cooling down and moving safely.	· .	I have basic understanding of styles of dance.	small group. I can show clear beginnings and endings and use simple compositional devices such as repetition										

					Breadth	n of Learning		
	Depth of Lear	rning	Stage of Teaching	to perform	to deconstruct	to appreciate	to choreograph	
				using	analysing	evaluating	creating	
	1	Learning	Surface Learning Year 5	 I can perform a range of actions with control, coordination, body 	I can identify compositional devices such as repetition/cannon	I can respond to feedback	 I can confidently and imaginatively respond to and research a range of dance ideas. 	
	2 Surface	Surface		 tension and fluency I can remember phrases and dances. I understand the importance of 	 I can talk about the forms and styles of some dances. I understand that people dance for many different reasons and can discuss some. 	 and know how to improve performance and composition I can give construction feedback to others. 	 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. 	
3	3	d Learning		warming up, cooling down and moving safely.				
HASE	4	Enhanced						 I can confidently and imaginatively explore and experiment with different actions in
<u>i</u>	5	z .	 I can perform expressively using dynamic qualities to illustrate the dance idea. I show sensitivity to others. 		 I can respond to feedback and know how to improve performance 	response to dance ideas. I can effectively use the dance toolbox to create more complex phrases and short dances.		
	6	Deep Learning	Year	 I can perform with projection to an audience. I can lead warm up and cool down activities in small groups. 		and composition. I can give constructive feedback to others.	 I can use compositional devices such as unison, cannon, repetition, contrast and climax. I can respond to a range of accompaniment showing awareness of tempo, rhythm, and instrumentation. 	

Dance Tool box

	Dynamics	Compositional Process Model			
Action	Force	Stimulus response Improvise			
Travel	Speed	• Select			
ump	Flow	DevelopStructure			
Furn	Relationships				
Gesture					
Stillness					
Space					
Shape					
Direction					
Pathways					
_evel					