

Year 1 Dance Unit 1.1

National Curriculum objectives

Perform dances using simple movement patterns.

Key Learning

Performance and appreciation

- Create a class performance

Choreography

- Select and use a variety of movements to form a short dance phrase
- Perform a variety of movements to form a group dance phrase

Movement

- Explore a range of movements

Key Vocabulary

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Gesture: Is a movement of any part of the body that is not weight bearing.

Pathways: Patterns created in the air or on the floor by the body or body parts.

Energy: Is about how the movement happens and can include variations in movement flow and the use of force, tension, and weight.

Weight: Dancer's movement so that their weight is moved from one supporting body part to another one fully or partially.

Recall: Being able to reproduce a movement from memory.

Rehearse: Practising a movement or phrase.

Refine: The movement or phrase becomes better organized.

Command: Give a set of instructions that can be followed.

Types of movement referred to: Skipping, galloping, running, marching, rise, fall, turn, spread, sink, flicker, dart, twist, shoot, writhe, hopping, jumping, fast, slow, light, climb, scramble, jump, curl, stretch, pounce, leap, dash.

Imagery referred to: River, stream, sea, flow, bubble, calm, raging, waterfall, waves, curl, float, drift.

Equipment

- 15 x Gymnastic mats
- Books with a colour theme (suggestions: 'The Dot' by Peter Reynolds, 'The Day the Crayons Quit' by Oliver Jeffers)
- Music for warm up
- Coloured pom-poms or ribbons (optional)
- Video camera (optional)

Key Questions

Can you name different movements?

Can you mirror the movements of another child?

Can you combine movements to create a short phrase?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down