

NON STOP ACTION – DANCE & GYMNASTICS CURRICULUM

YEAR GROUP	DANCE UNIT 1 – Principles of Dance	DANCE UNIT 2 – Dance Genres	DANCE UNIT 3 – Choreography & Performance	FLOOR GYMNASTICS	GYMNASTICS WITH APPARATUS	RHYTHMIC GYMNASTICS
1	<ul style="list-style-type: none"> To understand the importance of why we need to warm up our bodies for exercise. To explore the different types of movements our bodies can make (swinging, twisting and explosive movements). To move to music with different rhythms, speeds and moods. To explore the different shapes, they can make with their bodies to show/represent something. To be able to copy and learn a routine, remember the sequence with the teacher's help, and perform it. <p>KEY WORDS: swings, explosive, twist, tempo, speed, beat, posture, control, shapes, musicality, character, link,</p>	<ul style="list-style-type: none"> To understand that there are different styles of Dance and be able to name a couple of contrasting styles. To know and understand some of the history and culture of Disco Dance, and where it was typically performed. To be able to clap along to the beat of different Disco tracks. To know a range of basic Disco Dance movements and be able to perform these. To copy, learn and be able to perform a set routine using Disco dance movements. To understand what the Hustle is and be able to perform one and use different directions in Dance. To be able to create their own Disco dance movement with a partner, to show an object or an action. 	<ul style="list-style-type: none"> To explore different pathways and ways of travelling. To develop core movements and develop them by using a range of resources (levels speed ...etc). To learn and demonstrate some of the basic key movements (introduction to some turns, jumps, gestures & travelling). To create movements that reflect a certain stimuli or theme (artic animals). To copy and learn a set routine from the teacher. To understand the different qualities of a good performance. To show a story through their movements and start to develop their characterisation within dance. 	<ul style="list-style-type: none"> To develop coordination, balance, control and confidence in gymnastics moves. To know and demonstrate the different gymnastics positions in a range of ways. To be able to use a safe jumping technique (take-off and landing – bent knees) to perform simple jumps (pencil jump and tuck jump). To be able to travel showing good posture (walking with quality forwards & side stepping). To demonstrate a range of patch and point balances. To demonstrate a range of simple rolls (log and egg roll), including the introduction to a forward roll. 	<ul style="list-style-type: none"> To understand how to use Gymnastics apparatus safely. To climb the apparatus/wall bars (halfway) using the correct technique – mounting, dismounting, fist grip. To be able to hang and hold my body weight for 3 secs. To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus To experiment with push and pull movements on apparatus. To explore moving over, under and through apparatus. To create a mini-sequence and incorporate apparatus into it. 	<ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (scarf) with the correct grip. Demonstrate making larger movements and a variety of shapes with the hand apparatus. Use movement memory to perform a sequence of movements with the chosen hand apparatus. Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. Show basic coordination and control. Be able to perform certain movements (rolls) working with a partner and the hand apparatus. Create mini-sequences with a partner

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	rehearse, muscle memory, improve, rehearse, perform, improvise.	<p>KEY WORDS: Disco, beat, high energy, foot stamps, pivot turn, ripple, the Bump, Hustle, repeat, direction, actions, objects, create, freestyle, practise, improve, perform.</p>	<ul style="list-style-type: none"> To be able to perform the routine with guided help from the teacher. <p>KEY WORDS</p>	<ul style="list-style-type: none"> To be able to learn, follow and perform a teacher’s gymnastics sequence. <p>KEY WORDS: body tension, straight, quality, tuck, coordination, together, balance, mirroring, roll, stretched, peer-assess, rehearse, perform, sequence, flow, link.</p>	<p>KEY WORDS: apparatus, balance, travelling, body tension, swim, bend, jump, landing, grip, fist, hang, climb, wall bars, push, pull, crawl, roll, momentum, sequence, transition, safety.</p>	<p>incorporating their Gymnastics skills and hand apparatus.</p> <ul style="list-style-type: none"> Learn a set routine, rehearse it and perform it. <p>KEY WORDS:</p>
2	<ul style="list-style-type: none"> To know 2 reasons why we warm up (flexibility & to prevent injury). To explore and demonstrate different ways of travelling. To understand the difference between directions and pathways, and to be able to demonstrate different combinations of these. To know what gestures are in Dance and to show different objects/things (animals) through gestures. To be able to link 3 movements together (e.g. jumps, gestures, turns) to create a mini sequence/routine. 	<ul style="list-style-type: none"> To know what dance genres are and be able to give examples of different genres of dance. To know and understand some of the history, traditions and culture of African dance. To be able to describe what type of music African dance is typically performed to. To know a range of basic African dance movements and be able to perform these. To be able to demonstrate clear characteristics of the African dance style – strong arm movements, heavy stomping feet, moving around a spot (clock), percussive 	<ul style="list-style-type: none"> To understand what a theme is and how we can use one to help create a dance. To explore different pathways, direction and ways of travelling around the space. To develop core movements and develop them using a range of choreographic devices (dynamics, directions and speed). To create movements to reflect a certain stimuli or theme. To be able to show different characters in a story through the variety of movements performed with dynamics (the way they are performed) 	<ul style="list-style-type: none"> To demonstrate coordination, balance, control and confidence in gymnastics moves. To understand what body tension is and be able to demonstrate this with a range of movements. To demonstrate safe jumping technique with a variety of simple jumps (star jump). To be able to travel in variety of ways and in different directions (walking with quality backwards and lifted knees travelling). To demonstrate a range of balances performed with body tension (shoulder stand and superman). 	<ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) using the correct technique, and also travel across the wall bars sideways. To be able to hang and hold my body weight for 5 secs. To be able to perform a sequence of 3 balances on a range of apparatuses. To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To know and demonstrate how to mount a table by jumping. 	<ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (quoits and beanbags) with a variety of grips. Show coordination and control when throwing, catching and rolling the hand apparatus. Demonstrate body tension and control when performing balances and rolls whilst handling/balancing the hand apparatus. Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. Use movement memory to perform a

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	<p>KEY WORDS: warm up, travelling, space, direction, pathways, character, gesture, body, posture, turns, jumps, transition, dynamics, musicality, rehearse, perform, improvise.</p>	<p>movements (Gumboot dance) ...etc.</p> <ul style="list-style-type: none"> To copy, learn and be able to perform a set routine using core movement of African dance. To be able to use basic choreographic devices such as unison, call and response and freestyle in their choreography/performance. <p>KEY WORDS: Africa, drumming, tribal, stance, stamps, accented, style, choreograph, perform, gumboots, rhythm, communication, create, call & response, practise, improve, perform.</p>	<p>and the use of facial expressions).</p> <ul style="list-style-type: none"> To understand the different qualities of a good performance. To learn small sections of choreography and be able to perform it with some form of guided help from the teacher (demonstrations, guided speech). To be able to create gestures in small teams/pairs to reflect a theme within the story (e.g. favourite sweet). <p>KEY WORDS:</p>	<ul style="list-style-type: none"> To demonstrate a range of simple rolls with variations (dish roll, egg star open roll and rock and roll), and demonstrate the 6 positions of a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. <p>KEY WORDS: body tension, straight, curve, star, coordination, together, balance, transition, link, positions, tuck, stretched, shoulder stand, peer-assess, rehearse, perform, sequence, flow.</p>	<ul style="list-style-type: none"> To explore and demonstrate smooth transitions between different Gymnastics skills, and skills performed on the floor and on apparatus. To create a sequence in a group using skills on both the floor and on apparatus. <p>KEY WORDS: apparatus, balance, travelling, direction, swim, landing, mounting, climb, hang, balance, sideways, roll, transition, starting position, ending position, sequence, flow/link, perform.</p>	<p>sequence of movements with the chosen hand apparatus.</p> <ul style="list-style-type: none"> Learn a set routine, rehearse it and perform it, and be able to work with a small group to add on a section. Create mini-sequences with a small group incorporating their Gymnastics skills and hand apparatus. <p>KEY WORDS: Scarf, beanbag, hoop, grip, shape, travelling, balance, throw, catch, control, coordination, rolling, jumps, create, sequence.</p>
3	<ul style="list-style-type: none"> To know numerous reasons why we warm up (reasons from previous years and strengthening & conditioning). To understand the importance of spatial awareness in Dance, and to know the different spaces/areas on a stage. To understand what a formation is in Dance and to be able to demonstrate this, and 	<ul style="list-style-type: none"> To know what dance genres are and understand that within a genre there can be a further breakdown of styles. To know and understand some of the history, traditions and culture of Indian dance. To be able to describe what type of music Bollywood dance is typically performed to, and point out some features of the music. 	<ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance. To be able to show contrasting settings through the use of choreographic devices, such as formations, spacing and levels. To be able to show different characters in a story through the variety of movements performed with 	<ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump), and know the 	<ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) with efficiency, moving both hands and feet at the same time. To be able to hang (facing outwards) and hold my body weight for 5 secs. To be able to perform balances through the wall bars. To be able to perform some of the four main gymnastics 	<ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (ribbon) with the correct grip. Understand that the movement of the hand apparatus stems from the wrist movement and demonstrate this. Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus.

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	<p>move between different formations in a routine.</p> <ul style="list-style-type: none"> To understand what different types of structures/forms are in Dance (Binary, Ternary, Rondo), to demonstrate these and know that they can be used to elongate a routine. To use choreographic devices such as unison and different types of canon to manipulate/change a routine. To be able to demonstrate contrasting levels (high, middle and low) and to demonstrate these in choreography. To be able to link together key movements in Dance (turns, jumps, travelling, gestures) to create a phrase that flows. To be able to learn a routine, remember the sequence, rehearse it, improve it and perform it. To be able to give feedback to my peers 	<ul style="list-style-type: none"> To know a range of basic Bollywood dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Bollywood dance style – bouncy energetic leg movements but light on the feet, isolated shoulder/neck/head movements, different mudras (hand gestures)...etc. To be able to learn a routine using core movements of Indian dance, remember the sequence, rehearse it, improve it and perform it. To be able to use choreographic devices such as canon, formations, and levels in their choreography/performance. To be able to improvise to music using some of the core movements of Bollywood dance. To be able to give feedback to my peers on a performance against a given criteria. 	<p>dynamics (the way they are performed) and the use of facial expressions.</p> <ul style="list-style-type: none"> To understand and demonstrate some of the similarities between Indian dance and Middle Eastern/Oriental dance. To use the key movements I know (turns, jumps, gestures & travelling) to create sections of choreography. To choreograph sections of choreography in pairs/groups using choreographic devices such as levels, formations, unison, canon...etc. To learn different sections of choreography telling different parts of the story, remember these using movement memory, put these together into a sequence and perform it as one piece. To perform in a variety of ways – different group sizes 	<p>alternative techniques for other jumps (elevated hop and scissor kick jump).</p> <ul style="list-style-type: none"> To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). To demonstrate more complex individual static balances (table-top bridge and full bridge). To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). To demonstrate a variety of rolls, linking them to other movements (side roll and teddy bear roll), and perform an accurate forward roll that flows. To demonstrate smooth transitions between the floor and standing. To be able to create and perform their own sequence of 	<p>movements (rolls, jumps, balances & travelling steps) on and off of apparatus.</p> <ul style="list-style-type: none"> To be able to perform jumps onto the apparatus (tuck and elevated hop). To explore taking weight on their hands on apparatus – handstand progressions. To perform the hip twist vault, and experiment with different entrances to the vault. To explore and demonstrate smooth transitions between different Gymnastics skills, and skills performed on the floor and on apparatus. To create a sequence in a group using skills on both the floor and on apparatus, and include a section of canon. <p>KEY WORDS: balance, travelling, direction, speed, jump, height, mount, transition, climb, coordination, hang, vault, hips, twist, bunny hop,</p>	<ul style="list-style-type: none"> Demonstrate jumps and leaps with a range of preparations/entries performed while using the hand apparatus. Experiment with different ways of using/holding the ribbon while turning and rolling. Show good control and coordination whilst using the hand apparatus, and be able to incorporate using it while performing Gymnastics movements. Use movement memory to perform a set sequence of movements with the chosen hand apparatus, rehearse it and perform it. In a group, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, and perform this to an audience. Watch a sequence and give feedback on a specific criterion on how it could be improved.
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	<p>on a performance against a given criteria.</p> <p>KEY WORDS: strengthening, conditioning, space, formations, spatial awareness, transition, levels, posture, manipulate, binary, ternary, rondo, unison, canon, contrast, rehearse, perform, improvise.</p>	<p>KEY WORDS: Bollywood, Bhangra, bouncy, drum, strong beat, accents, routine, perform, formation, hand gestures, mudras, storytelling, canon, arm movements, rehearse, peer-assess.</p>	<p>(solo, pairs, small groups, whole class) and different ways (unison, canon, in groups).</p> <ul style="list-style-type: none"> To rehearse and improve a dance, acting on the feedback of my peers from a given criteria. To be able to give feedback to my peers on a choreography against a given criteria. KEY WORDS: story, setting, spatial awareness, characters, personality, dynamics, facial expressions, levels, stillness, movement, contrast, formations, structure, rondo, repetition, canon, choreography, ending, rehearse, improve, perform. 	<p>gymnastics movements, and improve it after receiving feedback.</p> <p>KEY WORDS: body tension, swim, momentum, coordination, side roll, link, straddle, teddy bear roll, shoulder, side, point balance, forwards roll, bridge, scissor kick, handstand, sequence, flow, perform.</p>	<p>hurdle step, roll, momentum, canon, sequence, perform.</p>	<p>KEY WORDS: grip, big movements, shapes, wrist, balance, travelling, coordination, jump, leap, preparation, roll, turn, interact, similar, different, rehearse, perform, create, sequence, feedback.</p>
4	<ul style="list-style-type: none"> To know the main 3 components of a Dance warm up and to be able to demonstrate exercises for each section. To understand what rhythm (straight and syncopated) and time 	<ul style="list-style-type: none"> To know what dance genres are and understand that within a genre there can be a further breakdown of styles. To know and understand some of the history, traditions and culture of 	<ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance. To be able to show transitions in the character's personalities through contrasting dynamics 	<ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. To demonstrate a range of jumps and 	<ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). To be able to hang holding my body weight (facing 	<ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (hoop) correctly and safely. Show control when rotating, rolling, dropping, or catching the hand apparatus. Perform a range of travelling steps while

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	<p>signatures are, and physically demonstrate this understanding through my movements to the music.</p> <ul style="list-style-type: none"> To understand what a motif is, learn and copy one, or create my own. To know a range of more advanced key movements (jumps, turns, travelling, gestures) and be able to use these to extend and develop a motif. To have a good understanding of what dynamics are in Dance, and to be able to perform a short routine showing contrasting dynamics. To use choreographic devices such as the retrograde and fragmentation to develop a motif and create a dance routine. To be able to learn a routine, change it and extend it, rehearse and improve it, and perform it. To be able to give feedback to my peers 	<p>Spanish/Flamenco dance.</p> <ul style="list-style-type: none"> To be able to describe what type of music Flamenco/Spanish dance styles are typically performed to, and point out some features of the music. To know a range of basic Flamenco/Spanish dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Flamenco/Spanish dance style – percussive foot movements, Spanish arm positions and flourishes, wrist/hand circles, Flamenco dance stance, clapping and stamping sequences...etc. To be able to learn a routine using core movements of Spanish dance, remember the sequence, rehearse it, improve it and perform it. To be able to demonstrate sections of call and response in pairs and in groups. To be able to create my own section of the 	<p>for different sections of the dance.</p> <ul style="list-style-type: none"> To generate ideas and movements to show different characters/instruments, and link these together to create short sections of choreography. To understand different ways of using repetition to change the structure and length of a dance (canon/call and response). To understand the choreographic techniques counterpoint and dialogs, and demonstrate this in a section of the routine. To create a series of movements that rhythmically responds to the musical motif (a specific rhythm). To create a motif with my group and teach it to the rest of the class. To explore using body percussion in a call and response section of choreography. To learn different sections of 	<p>leaps with the correct preparation and landing (full turn jump, split leap, cat leap, leap frog), and understand some jumps are travelling steps.</p> <ul style="list-style-type: none"> To demonstrate a range of travelling movements with good posture, balance and body tension (step turn step and step ball change/chasse). To demonstrate balancing on different parts of their body – hands and head (more advanced bridges and simple headstands). To progress taking weight on hands to attempting cartwheels. To demonstrate rolls with different entries and exits (forwards roll from/to a straddle position), and link different types of rolls together. To be able to create their own sequence of gymnastics movements, clearly linking movements with similar shapes/starting and 	<p>outwards), using a range of leg positions.</p> <ul style="list-style-type: none"> To be able to perform balances facing away from the wall bars. To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To be able to perform jumps onto, on/along and off of the apparatus. To explore taking weight on their hands on apparatus – cartwheel progressions. To perform the through vault, over a low of medium height table. To show clear understanding of what makes a sequence flow, with smooth transitions. To create a sequence in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, 	<p>holding or moving the hoop in a variety of ways.</p> <ul style="list-style-type: none"> Experiment with balances incorporating the hoop whilst using different body parts. Work with a partner using the hand apparatus to create mini-sequences that show interactions (e.g. exchanging hand apparatus, being connected with their partner and the apparatus at the same time...etc.). Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps & jumps) and movements with the hand apparatus at the same time (some static and some dynamic). In a group, create their own sequence incorporating their Floor Gymnastics skills while using their hoops, rehearse it, improve it and perform it to an audience. Receive feedback on a performance and act
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	<p>on their performance against a given criteria.</p> <ul style="list-style-type: none"> To be able to act on my personal/peers feedback to improve my routine. <p>KEY WORDS: warm up, rhythm, syncopated, time signature, strong beat, create, motif, dynamics, transition, develop, turns, jumps, reverse, retrograde, fragmentation, rehearse, improve, perform</p>	<p>routine, continuing in the style and using movements I have learnt.</p> <ul style="list-style-type: none"> To be able to give feedback to my peers on a performance against a given criteria. <p>KEY WORDS: Spain, flamenco, guitar, percussive, pivot, drag, stance, flick, kick, back bend, clap, stamp, call and response, recap, choreograph, partner work, rehearse, perform, peer assess</p>	<p>choreography telling different parts of the story, remember these using movement memory, put these together into a sequence and perform it as one piece.</p> <ul style="list-style-type: none"> To perform in a variety of ways – different group sizes and different ways (unison, canon, counterpoint, dialogs...etc). To rehearse and improve a dance, acting on the feedback of my peers from a given criteria and the target my group has set itself. To be able to give feedback to my peers on a choreography against a given criteria. KEY WORDS: stimulus, setting, personality, dynamics, turn, travel, gesture, jump, canon, unison, counterpoint, dialogs, call and response, motif, choreograph, body percussion, rhythm, sound, 	<p>ending positions together.</p> <ul style="list-style-type: none"> To be able to practise and improve their sequence, responding to the feedback they have received, and perform their sequence to an audience. <p>KEY WORDS: body tension, turn, momentum, straddle, teddy bear roll, balance, weight, triangle, headstand, handstand, cartwheel, straight, cat leap, split leap, leap frog, sequence, flow, link, perform.</p>	<p>mirroring, direction, speed, different arm shapes/positions...etc.</p> <p>KEY WORDS: balance, travelling, body tension, variation, jump, leap, entrance, mount, vault, tuck, swing, coordination, climb, hang, artistic, sequence, roll, momentum, exit, rehearse, improve, perform</p>	<p>on this feedback to improve the sequence.</p> <ul style="list-style-type: none"> Watch a sequence and give feedback on a specific criterion on how it could be improved. <p>KEY WORDS: hoop, grip, spin, roll, travelling, balance, coordination, interact, timing, point of contact, jumps, height, coordination, evaluate, improve, rehearse, perform.</p>
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			rehearse, improve, perform			
5	<ul style="list-style-type: none"> To be able to demonstrate contrasting levels (high, middle and low), to understand each category has sub levels within it and to demonstrate these within a routine. To know the key movements with the addition of floor work and be able to demonstrate these confidently and use them when choreographing a routine. To know and show a range of ways of transitioning to and from the floor. To learn a set motif and work in groups to develop the motif further. To understand the safety and different roles when lifting in Dance, and be able to perform an assisted jump and a should height/overhead lift. To understand the relationship between the rise and fall/dynamics of the 	<ul style="list-style-type: none"> To know what dance genres are and understand that they can have numerous influences. To know and understand some of the history and influences of Lyrical dance. To be able to describe what type of music Lyrical dance is typically performed to, and point out some features of the music. To know a range of basic Lyrical dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Lyrical dance style – smooth fluid movements, elements of Ballet and Jazz, good posture, dynamics to reflect the music...etc. To be able to learn a routine using core movements of Lyrical dance, remember the sequence, rehearse it, improve it and perform it. To understand that Lyrical dance 	<ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance. To tell a story through their own choreography. To create their own character in keeping with the theme/stimulus. To use different dynamics and facial expressions to reflect different characters. To learn a section of set choreography, from the teacher. To create sections of their own choreography, manipulate and develop them. To understand and include rhythmic response within their own choreography (rise and fall in the music) To be able to know the definition of a motif and show this within a piece of choreography. To understand what texture is in dance 	<ul style="list-style-type: none"> To perform gymnastics movements and sequences with clear confidence, fluidity, strength and body tension. To demonstrate more complex jumps with correct technique (take off and landing), focusing on the gymnastic position made in the air (pike jump and stag jump/leap). To use travelling steps to link different gymnastics movements together, and to create interesting sequences. To demonstrate more complex balances (headstands with leg variations), and demonstrate an understanding of counter balances when performing partner balances. To be able to safely support and spot a partner in a handstand. To demonstrate more complex rolls with 	<ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). To be able to hang holding my body weight, using a range of leg positions and the inverse hand grip. To be able to perform a partner balance on the wall bars. To be able to mount, dismount, hang from and climb the ropes using the hand over hand technique. To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To be able to perform a turn/pirouette on the apparatus, whilst keeping my balance. To be able to perform jumps onto, on/along and off of the apparatus, making sure to land with one foot in front of the 	<ul style="list-style-type: none"> Demonstrate coordination, control and accuracy when holding and moving the hand apparatus (ribbon) with either hand. Demonstrate an understanding of the different wrist and arm techniques required to make movements/shapes of contrasting sizes. Use the hand apparatus to create advanced shapes or to demonstrate advanced skills (e.g. throwing and catching the hand apparatus) performed in a variety of ways (in contrasting directions, at different levels, performed in different positions, interacting with a partner...etc). Demonstrate a clear understanding of rhythm and the ability to perform skills and sequences in time to the music. Show an understanding of which hand apparatus/ribbon skills

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	<p>music and levels in Dance, and be able to demonstrate this.</p> <ul style="list-style-type: none"> To be able to show contrasting emotions in Dance by using choreographic devices such as levels and dynamics. To be able to link sections of choreography together so they flow and tell a story. To be able to self assess their own achievement against a success criteria and identify a next step to improve. To be able to act on my personal/peers feedback to improve my routine and show clear improvements/progression. <p>KEY WORDS: middle, contrast, bent, high knees, low, floor work, transition, high, jump, rise, lift, mood, emotions, choreography, storytelling, develop, rehearse, improve, perform.</p>	<p>movements often reflect the lyrics of the music, and to create their own section of choreography to reflect a lyric.</p> <ul style="list-style-type: none"> To use a create, perform, edit and review sequence to improve their own choreography, reflecting on their peers' feedback. To be able to use choreographic devices such as levels and dynamics in their choreography/performance. To be able to give feedback to my peers on a performance against a given criteria. <p>KEY WORDS: Lyrical, emotions, expression, posture, leap, hop, turn, structure, floor work, perform, lyrics, actions, pedestrian movements, levels, high, low, rehearse, peer assess</p>	<p>and demonstrate examples of this.</p> <ul style="list-style-type: none"> To use different choreographic devices (textures, levels, formations...etc) to develop a phrase of choreography. Link different sections of choreography together using movement memory. Rehearse, perform and improve my own/groups choreography To self/peer assess their performances and act on this feedback to improve their performance. To perform the whole routine together with confidence, showing characterisation and established performance qualities. <p>KEY WORDS: stimulus, setting, character, houses, motif, prop, rise and fall, develop, key movements, gestures, choreographic devices, choreography, duel, combinations, reactions, posture, texture, levels, formations,</p>	<p>different entries and exits (shoulder roll, backwards roll and forwards roll from a balance).</p> <ul style="list-style-type: none"> To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills and smooth transitions between skills. To be able to self or peer assess a sequence/performance against a given criteria, and suggest ways in which to improve the sequence. To be able to act on feedback they receive. <p>KEY WORDS: pike, stag, cat leap, momentum, shoulder roll, backwards roll, rock and roll, forwards roll, headstand, handstand, strong, spot, counterbalance, partner, entry, exit, sequence, flow, link, perform</p>	<p>other when landing on the apparatus.</p> <ul style="list-style-type: none"> To perform the straddle vault, over a low of medium height table. To be able to perform an entrance (run up or hurdle step) onto a springboard followed by a gymnastic jump. To create a sequence that flows in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions...etc. <p>KEY WORDS: balance, travelling, jump, landing, vault, straddle, coordination, springboard, hang, climb, ropes, roll, tuck, push, momentum, sequence, rehearse, improve, perform</p>	<p>can be performed at the same time as Gymnastics movements (rolls, turns, balances, travelling steps, leaps & jumps), which movements link well together and perform a variety of these showing coordination.</p> <ul style="list-style-type: none"> Learn set combinations and sequences, make changes to these and create their own section to add on. In pairs and larger groups, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, rehearse it, make improvements and perform this to an audience. Create sequences where the movements flow into one other smoothly, and suit the character/style of the music. Demonstrate an understanding of how to create aesthetically pleasing and interesting sequences, including devices such
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			story telling, ending, improve, perform			<p>as directions, formations, mirroring, unison and canon,</p> <ul style="list-style-type: none"> • Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved. • Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly demonstrate the improvements. <p>KEY WORDS: grip, big movements, shapes, wrist, travelling, coordination, smooth transition, roll, jump, leap, turn, control, balances, canon, mirroring, direction, evaluate, improve, rehearse, perform</p>
6	<ul style="list-style-type: none"> • To understand the purpose of the human skeleton and it's main function. • To know about different types of joints in the human body and the different ways in which they move. 	<ul style="list-style-type: none"> • To know what dance genres are and understand that they can have numerous influences. • To know and understand some of the history, culture and influences of Hip Hop and Street Dance. 	<ul style="list-style-type: none"> • To understand that anything can be a stimulus (e.g. a prop, film, book...etc) and can be used to create a dance. • To tell a story through their own choreography, and attempt to create humorous moments. 	<ul style="list-style-type: none"> • To perform gymnastics movements with clear confidence, fluidity, strength and body tension, and perform sequences with a sense of performance quality. • To demonstrate a range of more 	<ul style="list-style-type: none"> • To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). • To be able to hang holding my body weight, using a range 	<ul style="list-style-type: none"> • Demonstrate how to hold the hand apparatus (ball) accurately, and show coordination, control and accuracy when moving and manipulating it with both/either hand/s. • Demonstrate skills with confidence that

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	<ul style="list-style-type: none"> To have a sound understanding of the difference between straight and syncopated rhythms, and be able to rhythmically respond to these confidently. To understand what isolations are in Dance and be able to demonstrate a range of these and include some in my choreography. To be able to choreograph a routine of at least 32 counts (in a group), including key movements from each category (turns, jumps, travelling, gestures and floor work), and perform this in a suitable dynamic that portrays the theme. To clearly show use of choreographic devices (such as directions, pathways, formations, levels, canon and unison) in my choreography. To be able to (in a group) storyboard and plan my routine, before choreographing it, to 	<ul style="list-style-type: none"> To be able to describe what type of music Hip Hop/Street dance is typically performed to, and point out some features of the music e.g. that up and down moves to the different beats. To know a range of basic Hip Hop and Street dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Hip Hop and Street dance styles – sharp accented moves, a bounce to the moves, coordinating arm and leg movements together, breaking & locking...etc. To be able to learn a routine using core movements of Hip Hop and Street dance, remember the sequence, rehearse it, improve it and perform it. To understand and demonstrate how to freestyle in the Hip Hop and Street dance styles, and understand how it came about. 	<ul style="list-style-type: none"> To understand and demonstrate that dance can create music/rhythm, not just accompany or be performed to it. To create sections of their own choreography, manipulate and develop these when working in different sized groups (e.g. solos, duets, small/large groups). To understand how to make pedestrian movements (everyday movements) into dance moves by merging these with a core dance move (turns, jumps, gestures, travelling...etc) To understand how to use props effectively in dance. To incorporate the use of props to accentuate the pedestrian movement. To demonstrate a clear understanding of rhythmic response, choreographing a call and response section with a group. 	<p>complex jumps with correct technique, and be able to perform assisted jumps/leaps with a partner.</p> <ul style="list-style-type: none"> To use travelling steps to link different skills together while using the whole space. To be able to link cartwheels into other gymnastics skills. To demonstrate a range of more complex balances and be able to perform and create several group balances. To demonstrate a pirouette or turn within a sequence. To demonstrate more complex rolls with different entries and exits, attempting a dive entry into a forward roll. To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills. smooth transitions between skills and think about 	<p>of leg positions and the inverse hand grip.</p> <ul style="list-style-type: none"> To be able to perform a group balance on/incorporating the apparatus. To be able to mount, dismount, hang from and climb one or two ropes, and create and perform a short ropes sequence. To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To be able to perform a turn/pirouette on the apparatus, whilst keeping my balance, and also attempting this at different levels. To be able to perform jumps onto, on/along and off of the apparatus, and perform assisted jumps on and off of the apparatus with a partner. To perform a range of vaults (hip twist, through vault and straddle vault) over medium-high height tables, and 	<p>are specific to the hand apparatus (e.g. keeping the ball in contact with different parts of their body).</p> <ul style="list-style-type: none"> Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps, turns, leaps & jumps) and movements with the hand apparatus at the same time (mainly dynamic). Experiment with holding and controlling the apparatus with different parts of your body (e.g. holding the ball between your ankles/knees/feet/against your stomach...etc). Perform advanced movements (such as throwing and catching the apparatus) while interacting with a partner, and link these to other Gymnastics skills to create short combinations. Demonstrate a clear understanding of rhythm and the ability to perform skills and
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	<p>match the theme/lyrics of the music.</p> <ul style="list-style-type: none"> To evaluate my work against a criteria and set myself a smart target to improve it. To be able to act on peers feedback to improve my routine and show clear improvements/progression. To perform a routine that I have choreographed within a group for a purpose (a music video). <p>KEY WORDS: skeleton, joints, mobility, isolation, stillness, syncopated, rhythm, pedestrian, pathways, formations, unison, canon, variety, storyboard, choreograph, target, rehearse, improve, perform</p>	<ul style="list-style-type: none"> To use a create, perform, edit and review sequence to improve their own choreography, reflecting on their peers' feedback. To be able to give feedback to my peers on a performance against a given criteria. <p>KEY WORDS: Hip-Hop, Bart Simpson, Smurf, levels, Prep, Reebok, canon, Monastery, Steve Martin, Cabbage Patch, direction, mirroring, Wop, ATL Stomp, Bankhead Bounce, freestyle, choreography, rehearse, improve, perform, facial expressions, attack, evaluate.</p>	<ul style="list-style-type: none"> To work with a group performing action/reaction movements using facial expressions and characterisation to help tell a story. To include all the types of key movements previously learnt (including isolated movements) to help choreograph their own motifs. To incorporate choreographic devices (cannon, unison...etc) to develop their own choreography. To learn and perform a set motif with confidence, being able to rehearse, perform and edit the dance. To self/peer assess their performances against a given criteria and act on this feedback to improve their performance. <p>KEY WORDS:</p>	<p>the overall performance (formations/direction s...etc).</p> <ul style="list-style-type: none"> To be able to assess the overall effectiveness of a sequence/performance against a given criteria, and suggest realistic improvements. To be able to act on feedback they receive. <p>KEY WORDS: mirroring, canon, rehearse, body tension, jumps, rolls, sequence, control, assisted jumps/leaps, interact, counterbalance, weight, support, cartwheel, travelling, unison, sequence, flow, link, perform</p>	<p>demonstrate how to use a springboard when vaulting.</p> <ul style="list-style-type: none"> To perform a range of dismounts off of apparatus (rolls, jumps, leaps and cartwheels), and link their dismounts into the next gymnastic skill with a smooth transition. To create a sequence that flows in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions...etc. <p>KEY WORDS: jumps, support, counter-balance, pirouette, vault, coordination, springboard, hang, climb, ropes, sequence, dismount, synchronisation, flow, cartwheel, rehearse, improve, perform</p>	<p>sequences in time to the music.</p> <ul style="list-style-type: none"> Learn set combinations and sequences using hand apparatus (ball), and make improvements to these before performing them. In pairs and small groups, create their own sequence incorporating their Floor Gymnastics skills while using their balls, rehearse it, make improvements and perform this to an audience. Be able to identify how to make a sequence flow more smoothly. Demonstrate an understanding of how to create aesthetically pleasing and interesting sequences, including a range of devices and by matching the dynamics of the sequence with the dynamics of the music. Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly
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						<p>demonstrate the improvements.</p> <ul style="list-style-type: none"> • Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved. <p>KEY WORDS: ball, grip, contact, control, tension, roll, jump, throw, catch, travel, link, levels, flow, evaluate, improve, rehearse, perform, create, sequence, feedback, coordinate</p>
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