



Rationale for shared teacher guidance in PE - Dance

This is a guide to how we teach Dance in PE at CAW. In this document you will find the concepts behind how and why we teach PE in the way that we have designed it, and how to plan accordingly to enable children to be physically literate. * Physical literacy is the term used to describe children who have the physical competence and knowledge, understanding, confidence and motivation for engagement in physical activities.

The Leadership of Dance at CAW

Quality of Education Lead	PE Specialist	PE Coordinator
Thomas McMorris	Rachael Al Hattabi	Jess Briggs

The Teaching of Dance

To best meet the needs of children in Dance we adopt a skills approach and use resources from TOPS/Skills2Play cards and Paragon learning. Each lesson focuses on one specific skill that is modelled alongside three key teaching points, which enable children to acquire that skill. Our lessons follow a simple structure of five stages (see below), with the Individual, Paired and Group activities all giving children opportunities to practise a specific physical skill in scenarios on their own, with one other and in groups. Children adapt their activities by using self-differentiation using the term STEP. This is adjusting their activity by Space, Task, Equipment and People. The teaching of dance requires staff to model (using either video, an excellent volunteer or by doing it themselves) a skill, as well as modelling or discussing how to differentiate the activity to adjust the level of challenge. The use of pictures for children to use, to help self-select their movements and to order their sequences, is an important tool to use alongside modelling in each dance lesson. Areas of gymnastics already covered may also be used and pictures from this learning included (please see Gymnastics Rationale for more information on how gymnastics is taught).

In a lesson, the individual activity should be used to give children the opportunity to learn a new skill, copy some new movements that have been modelled and have the chance to be creative within the task set. Key safety guidance will be shared with the children here too. In the paired and group activities, children should be able to use the ideas they have created on their own and work together to produce this in pairs and groups. This should be explicitly modelled by the teacher. All of this allows the children the chance to learn new skills, as well as giving them the chance to be creative and expressive on their own and with others.

When Medium Term Planning for Dance consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
Paragon learning	Use PE Curriculum Overview for the year to aid planning of the skills.	PE Specialist PE Co-ordinator	The first 3 or 4 weeks should be skills based, with lots of parts of a dance

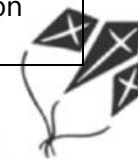




Videos of dances to help and inspire the children Pictures to give children an image to work with and be creative from, as well as to use for sequencing movements Music- variety of music suitable to the task and topic TOPS/S2P cards	Use PE Specialist's plans for breakdowns of the learning objectives for the half term for each year group		focussed on during one lesson. In the last couple of weeks, children use their bank of ideas to create a dance to perform in week 6. This could be to one another, to other classes/staff or even in a performance to parents and the wider school community (good practise is to use the Paragon event to showcase the performance as it should be linked to the children's Paragon topic). It is also good practise that children perform their final dance performance to the class in week 5, ahead of their final performance in week 6.
Content/Time: PE is taught at our school twice a week for an hour (so all children get 2 hours per week). On the days children do not have PE, they do '1K a day' (see '1K a day' rationale). Therefore, in total, children spend 2 hours 30 minutes engaged in timetabled PE/1K a day per week.			

Most effective lessons look like...

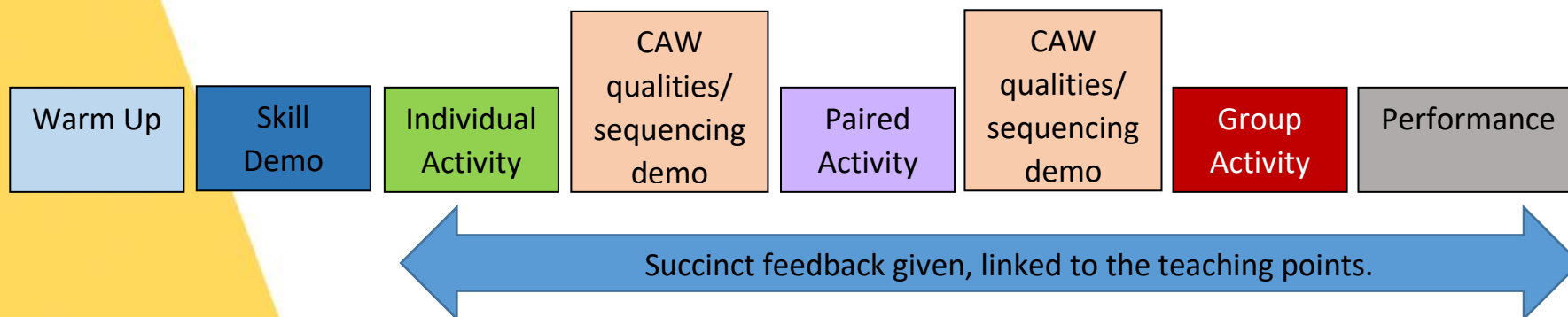
1. Warm Up – an activity that is physically active for 5 minutes and involves some stretches (KS1 whole body stretches throughout warmup, KS2 some specific body stretches). Warm ups do not need to be linked to the lesson (e.g. a tagging game could precede the lesson).
2. Individual Activity - children practise a skill with 3 teaching points. Challenges may be set to allow them to differentiate using STEP. Children will self-assess their progress with the three teaching points. Pictures will be available for children to allow them the chance to copy what they have seen modelled and also have it as a reference point later in the lesson/term. This creates a 'bank' of ideas to be used over the half term of learning which will contribute to their final dance performance.
3. Paired Activity – children practise the skill with a partner. This will either be creating new movements, or adapting movements created in the IA with a partner. Pairs are given time to be creative in the way they perform the skills learnt, but modelling of how to do this and a focus should be given (ie good modelling of sharing, selecting tasks and also gymnastic specific language e.g. perform in unison). During the PA there may be opportunity for peer assessment and feedback linked to the three teaching points. It is best practise at CAW for the children to self-select their partner as this replicates the playground environment (choosing who to play with) and we have seen at CAW PE this has had a great influence on playground behaviour.





4. Group Activity: In dance there may not always be a need for GA as the paired activity may lead to a performance in the plenary. However, it is good practise to use group activities in some of the six lessons in the term. It is likely that in the group activity children will be using prior and new learning to create a dance sequence to perform. Modelling of good group work and dance specific language should be discussed by the teacher as in the PA. During the GA there may be opportunity for peer assessment and feedback. The performances at the end of week 6 could be in pairs /groups or in a combination. This decision will be taken by the class teacher determined by factors of the age and individual needs of the class (dance is a good vehicle for enabling and teaching group work however paired work may work better for some children to ensure they progress in their dance learning).
5. Cool Down/Plenary: It is likely in most lessons that the plenary/cool down will involve some dance performances. It is acceptable practise that in some weeks groups are chosen to perform that show a high level of dance creativity, collaboration and skill level, to allow others to aspire to reach that level. However it is also extremely important that children of low levels of skill but high levels of perseverance and progress are recognised too, as part of CAW's growth mindset values. It is important that over the six weeks all children are asked to perform at least once. Good practise for when requiring all children to perform is to have half a class performing, whilst the other half observe (pairing up groups allows for quality feedback as well as children not feeling too nervous about performing to the whole class alone). Then reverse this so all children perform. This is often a good idea to do before the final performance in week six, which should be to a visiting audience (ie another class/ other adults). The teacher should indicate these expectations at the start of week one, so those who are keen to perform know they will have the chance to do so, and those who are not so keen have the expectations set out and fears allayed (it is important to make it explicit to these children that they will be performing in front of another pair/group, so anxiety is alleviated somewhat). It may be that during the final dance performances in week six some children will find a large performance too difficult, however at least they will have already performed it to their class in week five. Therefore, they will have at least performed the dance once, or they might even actually feel confident enough to now perform to others in a larger performance. During performances, whether observing or self-assessing, children should be assessing against the three teaching points focus of the lesson and the learning objective. This should be modelled by the teacher throughout each week.

An effective dance lesson might look like this





Feedback

Please refer to our Feedback and Marking Policy in line with this guidance




Feedback from teachers should be accurate throughout the lesson and be linked to the skill being learnt and it's 3 teaching points. Feedback from the teacher should be based on observation and then be verbally shared with the child in the following ways:

1. Which teaching point/s the children are achieving.
2. Which teaching point/s the children need to work on and how to do it, using modelling where appropriate.
3. Discussion of adapting the task using STEP to make the task less/more challenging, which will enable the child to make progress on areas identified needing practise.

Alongside this, children should be able to evaluate their own and others performances using the three teaching points. Using a whiteboard to initial, iPads to picture and video, discussion, questioning and observing others, children should be able to identify strengths and weaknesses in the lesson of theirs and others performances. They should be able to articulate effective feedback in the cool down/plenary part of the lesson. This will be modelled from the teacher and could include strengths of the performance only, or a mixture of 2 positives and 1 area for development. The weekly sessions should be planned to allow time for performance and feedback as an ongoing focus of the gymnastics cycle.

By the end of a lesson, with feedback from the teacher and other members of the class, each child should know what they can do and what they need to continue to improve.



To be able to choose and combine running and passing techniques in game situations.		
Watch your player and tick/comment on whether they have achieved these learning stars.		
	If there is space to run into, run forwards towards the tryline.	1 ✓ good running forward with teammates ✓ 2 ✓ running close to tryline and back an forward
	If your tag is taken, pass to a teammate without panicking.	1 ✓ good at not panicking 2
	Pass backwards towards your own tryline.	
→ go closer to your tryline		





Pupil outcomes	
Intended Learning	Demonstrable Outcomes
<p>Learning objectives should be taken from the PE Skills Overview of the specific academic year. These have been taken from the 'Chris Quigley Essentials Content' (2016) skills document that follows the National Curriculum.</p> <p>Some of these may need to be adapted due to their broad nature, so please refer to the PE Specialist's broken down learning objectives from the medium term plans, or speak to the PE Specialist regarding breaking these objectives down further into specific skills.</p>	<p>Children should be able to demonstrate these skills during the IA, PA and GA of a lesson. Progress and acquisition of skill should be demonstrated throughout these activities in all six weeks.</p> <p>In particular, in weeks 5 and 6 children should be able to select and sequence movements they have learnt in a performance to an age appropriate standard.</p>

SEND support
<p>When medium term planning for PE, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate SEND differentiation using STEP (Space, Task, Equipment and People).</p> <p>In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work. For children with a disability or with mobility issues, tasks are carefully adapted to allow these children to be a part of the whole class lesson, whilst still being able to make progress in their physical skills.</p>



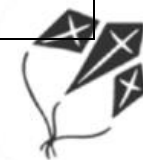


Key Stage 1 Example - Dance Skills Medium Term Plan (Year 2)

Skills:

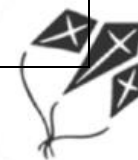
- Copy and remember moves and positions.
- Move with careful control and coordination.

Learning Objectives	Warm Up/ Cool Down	Main activity	STEP	Teaching Points
1. To be able to copy movements in time to the music.	<p>Knights Sword Fight! Using tags, children pair up and try to get the tag from their partner facing one another. Put music on in background with picture of knight up on the screen to create knightly atmosphere!</p> <p>Show some arm stretches to the children to help them get their arms ready for some sword yielding!</p>	<p><i>Individual Activity:</i></p> <p>Give out javelins. Discuss picture on the board of how the knight is holding the sword. Children move around their own mat practising moving with sword in this way, having strong arms like a knight.</p> <p>Teacher discusses how we might move around to the music. Share how we can do in time, moving on the beat 1,2,3,4. Children practise copying the teacher, then try to do on their own with the teacher clapping the beat.</p> <p>Next practise starting from a sat down position, standing up into a knight posture with sword, then start moving when the music accelerates (in time to the beat). Select good examples for children to watch so they can see good movements in time to the music.</p> <p><i>Paired activity:</i></p>	<p>Children have a mat to work on to give them a learning space.</p> <p>Pictures used to support ideas- children can self select putting these pictures next to their learning space.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none">• Strong arms like a knight.• March your feet on each beat.• Remember where you start and where you finish.





		<p>Model to the children how this could look in a pair. Show a few ideas:</p> <ul style="list-style-type: none">• Put two mats together and 'follow' around the outside of the mats.• Put mats together and be opposite one another as moving.• Be on own mats and mirror each other's dance. <p>Give pairs chance to go and practise their steps and their dance, first without music then with music.</p> <p>Share a good example so children know what to aim for, then stop music and ask children what actions could the knights do with their sword? Children given chance to add in their own actions at the end of their dance, then they add this and practise with rest of their dance ready to perform.</p>	Challenge children further by putting pairs together to make a group of 4.	
2. To be able to create actions in the style of a knight.	<p><i>'Running through the castle' warmup.</i></p> <p>Children move around the hall pretending it's a castle and following these commands:</p>	<p><i>Individual Activity:</i></p> <p>On mats, children re-listen to the music from last week and class teacher to model the moving on the beat. Remind children of moving on the beat but also being creative in the direction you choose to move. Give children time to practise individually.</p>	Pictures used to support ideas- children can self select putting these pictures next to their learning space. Practise	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none">• March your feet on each beat.• Remember where you start and where you finish.• Use BIG, bold actions.





	<ul style="list-style-type: none">• Hoist the flag! (children pull the flag up)• Shoot an arrow (children fire pretend arrows down)• Row the boat around the moat (sit and row)• Take cover! (duck under your shield)• Pose like a knight!	<p>Explain to children that just moving on our feet/holding a sword will get boring to watch after a while- remember dance is a performance to entertain people or tell them a story. Model how to choose 2 actions and repeat them- they need to be BIG and bold! Children have opportunity to create their own 2 actions and practise on their own, first without the music then to the music. Choose children to show to others good examples and that using others ideas is ok!</p> <p><i>Paired/Group activity:</i></p> <p>In pairs (or groups for those that can handle this challenge), children use their 4 ideas (2 from each partner) to create their own dance. Teacher to model how to use their own ideas and do one partners first two actions (both doing together), then do the other partners actions. This could then be repeated. Give children time to go and create their own paired dance, still focussing on the three teaching points.</p> <p>Plenary: Children offered chance to show dance so far.</p>	<p>moving on the beat without music/with a clap/ with the music to aid progression.</p> <p>Children use pictures and self-select moves that they are able to do.</p> <p>Bigger groups used for challenge.</p>	
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<p>3. To be able to use fast and slow movements to show different parts of a story.</p>	<p>Last person standing tag. 3 children selected as taggers, rest of children are runners. If tagged by a tagger, that child become a tagger as well and puts a band on. Taggers keep trying to tag everyone until there is one person left. In the next round, that child is on to begin with!</p> <p>Stretches: tall, wide, small, jelly movements.</p>	<p><i>Individual Activity 1:</i></p> <p>Read the story to the children. Ask the children to think about actions for the knight moving on the horse. Children practise moving around the gym, thinking of actions about how the knight might move (remind them of previous learning about strong arms, is the knight carrying his sword and shield too?).</p> <p><i>Individual Activity 2:</i></p> <p>Model to children how having slow and fast movements in the dance can make it more interesting to watch. Model how we still move our feet to the beat (as in the last lesson) but sometimes we can move our feet on every other beat. Children try marching around the room fast (moving on every beat) and slow (moving on every other beat). Teacher to clap to help this timing.</p> <p><i>Paired/Group activity:</i></p> <p>Discuss the first three parts of the story – King sending the knight away to fight, knight marching, knight riding the horse. Children use these three pictures to create a dance using the actions/movements they have learnt so far. Can</p>	<p>Bigger groups used for challenge.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> • For fast actions move your feet to every beat. • For slow actions move your feet on every other beat. • Use pictures to remember the order of your dance.
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		<p>they have one action that is fast and one that is slow in their dance? Teacher to model this.</p> <p>Plenary: Children to perform their dance to opposite group so all children perform.</p>		
4. To be able to use high and low in a dance sequence.	Moats and castles (cones and domes)	<p><i>Individual Activity:</i></p> <p>Re-read the story, focus on the dragon section. Get some children to model what moving like a dragon could look like. (Strong arms, big and bold, fast and slow)</p> <p><i>Paired activity 1:</i></p> <p>Model using high and low. How can we make our bodies high or low (stretch, crouch, bend, tiptoes, reach, kneel)? When might we need different heights if we were the dragon?</p> <p><i>Pairs to practise fight scene using high and low. Teacher to observe and give teaching points, choose some pairs to show.</i></p> <p><i>Mini Plenary</i></p> <p>Choose 2 pairs to show good practice. Link to teaching points. Emphasise that both knight and</p>		<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> • Stretch and reach to make your body tall • Crouch, kneel and bend to make your body small • Actions to be big and bold to tell the story.





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		<p>dragon must be moving most of the time! Big and bold. Tell the story.</p> <p>Paired activity 2: putting it in a sequence</p> <p>Remind children of the cards, introduce dragon one. Children to practise each card on the spot.</p> <p><i>First – send the knight off</i></p> <p><i>Next – march your feet to the beat</i></p> <p><i>Then – slow and fast (don't forget your horse)</i></p> <p><i>Last – fight scene (high and low!)</i></p> <p><i>Children to practise in pairs</i></p> <p>Plenary: Half class perform, half watch. Then swap.</p>	<p>For those children who do not like whole class performances, allow them to perform to class teacher prior to plenary.</p>	
<p>5. To be able to create an interesting finish to your story dance.</p>	<p>Rock Paper Scissors Tag</p> <p>6 children chosen to be taggers. If they tag someone, first a game of Rock, Paper Scissors is played. The player</p>	<p><i>Individual Activity:</i></p> <p>Read the story to the end. Allow children to think about what could happen at the end of the story-teacher to describe one that could be used. Then turn the music on and give children opportunity to explore movements that could show the end of</p>	<p>Half the children perform the dance. Teacher to hold up sections of the dance during the music as prompts.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> Big, bold gestures to show the ending of your dance.



	<p>that gets beaten in this game is now on (regardless of whether they were on before or not!). They now have to run and find someone different to tag, before repeating a game of rock paper scissors to decide who will be on too.</p>	<p>the story-either to show parts of the story the teacher described or their own ending.</p> <p><i>Paired activity 1:</i></p> <p>Model how to use a partner to come up with an ending to the dance. Explain how to use one or two actions of their choice, before having a freeze frame that shows the ending. Pairs practise.</p> <p><i>Paired Activity 2:</i></p> <p>Teacher to play the music and hold up parts of the story to be included in that section. Children to practise their complete dance, remembering the sequence of the story before finishing with their freeze frame ending.</p> <p>Plenary: Children to perform their dance to opposite group so all children perform their finished dance.</p>	<p>Dances to be filmed to show at next week's celebration!</p>	<ul style="list-style-type: none">• Have a finishing freeze frame that shows the ending.• Hold that still position for 3 seconds.
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