

National Curriculum – Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Skills

What are some skills highlighted within Dance?

Physical / Technical Skills

- **Control** – moving your body precisely and safely with good posture.
- **Coordination** – using arms, legs, and body parts smoothly together.
- **Balance** – holding positions steadily without wobbling.
- **Agility** – changing direction or level quickly and smoothly.
- **Timing** – keeping in rhythm with the music or with other dancers.
- **Spatial awareness** – knowing where you and others are in the space.
- **Strength and flexibility** – using muscles effectively and moving through a full range of motion.
- **Transitions** – linking movements together smoothly.

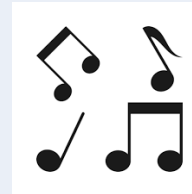
Performance / Expressive Skills

- **Expression** – showing emotion through movement and facial expression.
- **Focus** – concentrating on your movements and performance area.
- **Projection** – performing with energy and confidence so the audience can see and feel the emotion.
- **Teamwork** – cooperating with partners and groups to stay in time and shape formations.
- **Communication** – expressing ideas clearly to the audience through movement.

Equipment used:



Gym Mat



Music

Vocabulary

Travel – move from one place to another.

Turn – move your body around in a circle or spin.

Jump – push off the ground and land again safely.

Balance – hold your body still and steady.

Gesture – use part of your body (like a hand or arm) to show an idea.

Stillness – stay completely still to show focus or control.

Level – how high or low a movement is (high, medium, or low).

Direction – the way you move, such as forwards, backwards, or sideways.

Pathway – the line or route your movement follows (straight, curved, zigzag).

Formation – how dancers are arranged (circle, line, group, solo).

Shape – the position or outline your body makes (wide, narrow, twisted, curved).

Personal space – the space around your own body.

General space – the space everyone shares when dancing.

Key Learning:

- 1 **The 1950s- Rock and Roll**
Students explore how 1950s dance reflected youth culture by learning key Rock 'n' Roll moves like twists, kicks, jive steps, and spins. After a warm-up to 1950s music, they discuss the social context of the era and work in pairs or small groups to create a short Rock 'n' Roll routine. The lesson ends with a cool down and reflection on what makes the style unique.
- 2 **The 1960s- The Swinging Sixties**
Students learn iconic 1960s dances such as The Twist and The Swim to build movement memory and confidence. After a warm-up to "The Twist," they practice short dance motifs, experiment with formations and transitions, and create a group mashup using 2–3 moves. The lesson ends with a reflection comparing 1950s and 1960s dance styles.
- 3 **The 1970s- Disco Fever**
Students explore the features of 1970s disco, focusing on rhythm, flair, and individuality. After a warm-up to "Stayin' Alive," they learn classic disco moves, experiment with levels and dynamics, and work in groups to choreograph 8-count phrases. The lesson concludes with peer feedback and refinement.
- 4 **The 1980s- Hip hop and street style**
Students learn foundational 1980s hip hop and street dance moves, focusing on rhythm and body isolations. After a warm-up to hip hop beats, they practice moves like pops, waves, slides, and top rocks, then create short group routines including freeze poses and formations. The lesson ends with a reflection on dance as a form of expression.
- 5 **The 1990s- Pop culture and music videos**
Students explore how 1990s pop culture influenced dance by learning moves inspired by music videos. After a warm-up to 90s hits, they practice short routines with sharp timing and character, then work in small groups to create mini "music video" dances using props. The lesson ends with peer performances and feedback.
- 6 **The 2000s and 2010s- Commercial and contemporary issues**
Students blend elements from earlier decades with modern dance styles, focusing on storytelling and emotional expression. After a warm-up to 2000s pop and hip-hop tracks, they learn a short commercial or contemporary phrase, explore how movement conveys mood, and begin planning a final performance combining all decades.
- 7 **Dance through the decade's performance**
Students choose their favourite decade from the unit and work in groups to create a short dance that represents that era. They research popular music, fashion, and dance styles from their chosen decade, select an appropriate song, and choreograph a routine showcasing key movements and themes. The lesson ends with group performances, celebrating creativity and individuality through "Dance Through the Decades."