

## National Curriculum – Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton,
- Basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic
- Principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Skills

### What are some skills highlighted within Dance?

#### Physical / Technical Skills:

- **Control** – moving with coordination and balance.
- **Accuracy** – performing movements clearly and precisely.
- **Timing** – keeping in rhythm with music or other dancers.
- **Space awareness** – knowing where to move safely and effectively.
- **Dynamics** – changing energy, speed, or force to show contrast.
- **Transitions** – moving smoothly from one action or formation to another.

**Creating motifs** – making short movement phrases to express an idea or theme.

**Developing motifs** – changing movements by altering level, direction, speed, or shape.

**Formations** – working in groups to create patterns and shapes (e.g., circles, lines, diagonals).

**Unison and canon** – moving together at the same time (unison) or one after another (canon).

**Improvisation** – responding freely to music, ideas, or stimuli.

**Use of choreographic devices** – repetition, contrast, mirroring, call and response, etc.

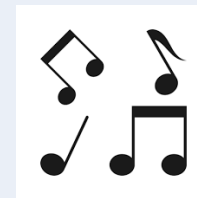
#### Equipment used:



Gym Mat



Scarfs for dancing



Music

## Vocabulary

**Stretch** – Make your body or limbs as long as you can.

**Twist** – Turn one part of your body while another part stays still.

**Spin** – Turn around quickly on one foot or both feet.

**Roll** – Move your body across the floor by turning over and over.

**Travel** – Move from one place to another in space.

**Gesture** – Use part of your body, like your hand or head, to show an idea or feeling.

**Stillness** – Stay completely still to show control or focus.

**Motif** – A short pattern of movements that shows an idea or theme.

**Repetition** – Doing the same movement again.

**Contrast** – Using opposite movements, such as fast and slow or high and low.

**Variation** – Changing a movement slightly, such as the direction or level.

**Sequence / Phrase** – A group of movements joined together.

**Structure** – The order of the dance, including a beginning, middle, and end.

## Key Learning:

- 1 Improvisation**  
 Students will explore the theme of the ocean’s depths through dance. They will first create short movement phrases that reflect different states of water—such as stormy waves, gentle calm waters, and flowing currents—using improvisation. Working independently, they will develop their own phrases, then collaborate with a partner to extend and combine these phrases into a longer dance sequence that captures the movement and mood of the ocean.
- 2 Travelling on the Ocean**  
 Students will explore the idea of travelling on the ocean through movement. Using improvisation and contrasting dynamics, they will create short dance phrases that express different ways of moving across the water. Working in groups, they will combine their ideas to show three distinct ways of travelling on the ocean in a short group dance.
- 3 Protecting our ocean**  
 Students will work together as a class to create and perform a dance that expresses the harm caused to the ocean. They will develop relationships through movement, performing as individuals, in pairs, and in groups to build different sections of the dance. The focus is on teamwork and expressive storytelling to raise awareness of the ocean’s damage.
- 4 The ocean in motion**  
 Students will work in groups to create a new dance inspired by their understanding of the ocean. They will use relationships and group dynamics to develop four connected phases of movement, forming a longer dance sequence. Throughout the process, students will reflect on their work to refine and prepare for a final performance.
- 5 The sounds of the sea**  
 Students explore how sound and rhythm influence movement in dance. By listening to different ocean-inspired sounds—such as calm waves, storms, or underwater bubbles—they use improvisation to create movements that match the mood, speed, and dynamics of each sound. Working in groups, they develop short dance phrases set to chosen ocean sounds and perform them for peers, demonstrating how music and rhythm can bring their ocean dances to life.
- 6 Sea Creatures in motion**  
 Students use expressive movement and characterisation to represent different sea creatures through dance. They explore how animals like jellyfish, dolphins, and turtles move, using levels, body shapes, and dynamics to bring each creature to life. In small groups, they create short sequences showing interactions between sea creatures and focus on smooth transitions between movements. The lesson builds creativity, teamwork, and performance confidence.
- 7 Performance**  
 Students will refine and rehearse their group dance in preparation for the final performance. They will focus on using clear starting and finishing positions and smooth transitions to link each phrase into a cohesive, longer dance. Students will also use key dance vocabulary to explain the narrative and meaning behind their performance.