

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject: Phase 2 - Year A- Dance**

**Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.**  
**POS aims from NC:**

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. 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 be.

### **Prior Learning (what pupils already know and can do)**

- Pupils will know how to demonstrate agility, balance, and coordination.
- Pupils will know how to move in time to the music and use control when doing so.
- Pupils will have a good understanding of some key vocabulary for dance linking on from last year.
- Pupils will know to listen to sounds, music, words, and poems to generate ideas relating to a theme.
- Pupils will know how to listen and follow instructions,
- Pupils experimented with different ways of moving to music. Pupils learned through dance to negotiate space and obstacles safely; with consideration for themselves and others.
- Pupils created dances using a stimulus, they worked in small groups and began to evaluate and give feedback on performances. They were introduced to key movements in their dances including unison, canon, space, and timing.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

#### **Dance- Samba Carnival**

[https://youtu.be/bz51\\_eXmutl?si=O2osAPPrCh-32F6U](https://youtu.be/bz51_eXmutl?si=O2osAPPrCh-32F6U) **Music- Samba Do Brazil.**

- To choreograph and perform a basic motif in a small group, displaying creative ideas from a mind map around the dance of Samba and theme of Carnival.
- To know how to dance in unison, using canon, in a group showing good timing, energy, and strength.
- To know how to use different levels, pathways, and directions when traveling
- To know how to perform in front of an audience and provide feedback to other pupils using technical language

#### **Key Vocabulary**

Motif, unison, canon, formation, direction, levels, timing, control, energy, facial expressions, performance, feedback

#### **Recommended Resources:**

- Samba Do Brazil (music)
- YouTube video links for Samba and Carnival dance inspiration
- Printed mind maps or word prompts (theme: Samba, Carnival, Brazil)
- Visual image cards and poems (e.g., rainforest, birds, carnival gestures)

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- Scarves, ribbons or shakers for performance enhancement
- Vocabulary cards (motif, canon, feedback, etc.)
- Performance reflection sheets
- Dance floor space or hall with music playback setup
- Mirror or video playback for evaluation (if available)

### Curriculum Connections:

- **Literacy:** Interpreting and responding to poems and vocabulary stimuli
- **Citizenship/PSHE:** Teamwork, respect, expression, peer feedback
- **Science:** Name parts of body, how movement affects body systems, hydration
- **Mathematics:** Counting beats (8s, 16s, 32s), spatial positioning, sequencing. Explore **pattern, symmetry, and rotation** in formations and motifs. Use ordinal numbers when sequencing movements (first, second, third...).
- **Geography:** Locate **Brazil** on a map and learn about **Rio de Janeiro Carnival**. Understand the significance of Carnival to Brazilian culture and global influence.
- **Music:** Listening and responding to music from other countries and cultures

### Career Opportunities:

1. Choreographer
2. Dance Performer (Carnival, Stage, Contemporary)
3. Costume or Event Designer (Carnival focus)
4. Zumba/ Samba Teacher

### Role model =

Sheila Gomes is a Brazilian contemporary dancer and choreographer, known for blending samba and Afro-Brazilian movements with contemporary dance. She promotes joy, creativity, and cultural heritage through movement, making her an inspiring figure for pupils learning about Samba and Carnival.

## Session 1 – Exploring Carnival Movement

**LO:** To respond to Samba music and describe the carnival theme. To explore travelling movements using different pathways and levels.

### Objectives:

- To understand what the theme is and describe Samba.
- To respond to music using different actions.
- To explore levels and travelling pathways using Samba music.
- To use short motifs to develop movement ideas.

### Teaching Content:

- **Warm-up:** *Carnival Colours* – Pupils move to music showing different “colours” of energy: yellow (light skips), red (bold walks), blue (fluid turns).
- **Skill Practice:** Explore movement types: march, bounce, swirl. Use word prompts from carnival images to inspire pathways and levels.
- **Game Scenario:** *Samba Circuits* – In groups, rotate through spaces performing different travel styles and short motifs.
- **Plenary:** What kind of movement reminds you of Carnival? How did the music help you move?

**Vocabulary:** Samba, carnival, travel, motif, levels, direction

**Healthy Participation:** To understand how warming up prepares the muscles and mind for movement and helps avoid injury.

## Session 2 – Creating Phrases and Gesture

**LO:** To perform a phrase using clear movements. To use gestures to communicate a theme.

### Objectives:

- To select actions linked to the Samba Carnival theme.
- To perform phrases in time with the music.
- To understand and perform expressive gestures.
- To repeat a movement phrase with control and timing.

### Teaching Content:

- **Warm-up:** *Gesture Sparks* – Pupils show expressive arms, hands, and head movements inspired by images of feathers, drums, and parades.
- **Skill Practice:** Build a short phrase (4–6 counts) combining gestures and travel. Practise repeating with accuracy.
- **Game Scenario:** *Parade Pathways* – Pupils perform their phrase travelling across the “parade route”.
- **Plenary:** What gesture was your favourite? What message or emotion did it show?

**Vocabulary:** Phrase, control, gesture, expression, theme

**Healthy Participation:** To explain how exercise increases heart rate and supports the circulatory system.

## Session 3 – Group Work: Unison and Canon

**LO:** To work with others to perform in unison and canon.

### Objectives:

- To rehearse and perform as a group using carnival ideas.
- To perform in unison and canon with accuracy and control.
- To evaluate and refine movement patterns.
- To use facial expressions and energy to improve performance.

### Teaching Content:

- **Warm-up:** *Copy and Swap* – Pupils copy a partner’s move, then take turns creating new ideas.
- **Skill Practice:** Create a 4-count motif and perform it in both unison and canon with a partner.
- **Game Scenario:** *Samba Sides* – Small groups perform unison and canon sequences with formation changes.
- **Plenary:** What was tricky about performing together? How did you keep in time?

**Vocabulary:** Unison, canon, group, energy, control

**Healthy Participation:** To describe how working in a team builds confidence, trust and collaboration in dance.

## Session 4 – Structuring a Performance

**LO:** To structure movement into a clear beginning, middle and end.

### Objectives:

- To organise movement into a three-part structure.
- To use transitions between phrases.
- To build a sequence using travel, shape and rhythm.
- To rehearse with a group and show consistency in timing.

### Teaching Content:

- **Warm-up:** *Shape it!* – Pupils make still shapes to represent start, middle and end moments of carnival.
- **Skill Practice:** Plan the opening, main, and finale of a group routine using previous motifs and transitions.
- **Game Scenario:** *Dress Rehearsal Run* – Groups perform structured routines for timing check and refinement.
- **Plenary:** What made your performance feel complete? How did you move from one part to the next?

**Vocabulary:** Structure, beginning, middle, end, transitions

**Healthy Participation:** To know the importance of drinking water during physical activity and how it supports healthy muscle function.

## Session 5 – Rehearsing and Responding to Feedback

**LO:** To rehearse, refine and improve movement sequences.

### Objectives:

- To rehearse carnival phrases and sequences using feedback.
- To perform confidently and use clear dynamics.
- To provide and act upon peer feedback.
- To work effectively as a group during practice.

### Teaching Content:

- **Warm-up:** *Energy Mirror* – One partner leads high-energy movements, then swap. Discuss dynamic quality.
- **Skill Practice:** Peer observations using feedback cards: “What worked well?” / “What could be improved?”
- **Game Scenario:** *Performance Coach* – Rotate leadership roles in groups. One pupil coaches while others perform.
- **Plenary:** What feedback helped most? How did your group improve the sequence?

**Vocabulary:** Rehearse, refine, improve, dynamics, feedback

**Healthy Participation:** To understand how rehearsal improves physical skill, stamina, and coordination.

## Session 6 – Performing and Evaluating Samba Carnival

**LO:** To perform a Samba-inspired carnival dance to an audience.

### Objectives:

- To perform using expression, rhythm, and movement memory.
- To show control, posture, and timing when dancing.
- To reflect on personal and group performance.
- To evaluate using dance vocabulary.

### Teaching Content:

- **Warm-up:** *Express It!* – Pupils create and hold 3 expressive poses with energy and flair.
- **Skill Practice:** Final rehearsal with music. Add props or formations for carnival style.
- **Game Scenario:** *Final Showcase* – Pupils perform to peers, another class, or film it for reflection.
- **Plenary:** What did you enjoy most? What would you do differently next time?

**Vocabulary:** Perform, evaluate, posture, rhythm, expression

**Healthy Participation:** To reflect on how dance supports emotional wellbeing, creativity, and fitness.

Future learning this content supports:

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This unit prepares pupils for Phase 3 - Dance by:

- Building **strength, flexibility and spatial awareness**
- Developing **choreographic structure**, including motifs, canon, unison and sequencing
- Introducing expressive performance with music and themes
- Strengthening peer **evaluation and feedback** using technical language
- Building **confidence and creativity** for performance-based activities in PE and beyond