

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - 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, timing, levels, pathways, travel, direction.

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

Dance- The Haka

Sound critters – “The haka war chant”

Ka Mate haka

- To know how to develop a motif linking to the theme of the Haka; incorporating strong, sharp and bold movements into the performance
- To know how to dance the actions and learn the words to the HAKA
- To know how to develop a section using CHANCE choreography.
- To know what makes a good performer/ dance performance using technical language – head up, good timing, extension, facial expressions, accuracy, and fluency of movements.

Key Vocabulary

Motif, CHANCE, theme, fluency, dynamics, unison, balance, teamwork, storyline, levels, direction, confidence, communication, precision, feedback, formation

Recommended Resources:

- Music: Ka Mate (Haka chant) and accompanying audio or video
- Projector/Screen to watch Haka performances (e.g. [Ka Mate Haka](#))

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- Mind maps/spider diagrams and writing materials for motif creation
- Poem or stimulus related to strength, courage, or team culture
- Mirrors or video camera (for self/peer review)
- Printed vocabulary cards and images (e.g., Māori warriors, symbols)
- Large space for whole-class formations and travel patterns

Curriculum Connections:

- **Literacy:** Exploring vocabulary linked to strength, power, and expression
- **PSHE/Citizenship:** Building confidence, teamwork, and expressing identity
- **Science:** Muscles used in performance and physical effects of dance
- **Maths:** Counting beats, structuring sequences, symmetry and timing

Career Opportunities:

1. Professional Choreographer or Performer
2. Dance Therapist
3. Cultural Performer or Educator (e.g. Māori Studies)
4. Drama and Movement Teacher
5. Stage Director
6. YouTube Creator or Movement Content Influencer
7. Sports Coach incorporating rhythm/movement
8. Fitness Instructor (Movement-based)

Role Model: TJ Perenara (New Zealand All Blacks Rugby)

- Professional athlete and respected **Haka leader**
- Known for powerful delivery of Ka Mate and Kapa o Pango
- Embodies **discipline, pride, cultural respect and physical performance**
- Inspires young people to express identity and unity through movement

Session 1 – Exploring Haka and Its Origins

LO: To understand the meaning and cultural context of the Haka. To explore movements that show strength, tension, and emotion.

Objectives:

- I can identify features of the Haka and describe its purpose.
- I can perform with strength, power and control.
- I can show emotion and purpose in response to the theme.

Teaching Content:

- **Warm-up:** *Power Poses* – Pupils move around the space freezing in strong, grounded shapes.
- **Skill Practice:** Watch a Ka Mate performance. Pupils explore stamping, wide stances, sharp arms.
- **Game Scenario:** *Emotion in Movement* – Pupils perform short phrases showing strength, fearlessness or pride.
- **Plenary:** What message do you think the Haka delivers? How did it make you feel?

Vocabulary: Haka, strength, tension, control, emotion, purpose

Healthy Participation: To understand how warming up prepares your muscles and mind for performance and prevents injury.

Session 2 – Creating a Motif with Expression

LO: To create a Haka-style motif using actions that communicate meaning.

Objectives:

- I can select actions that show confidence and emotion.
- I can use powerful arm, facial and stance movements.
- I can choreograph a short motif that reflects Haka values.

Teaching Content:

- **Warm-up:** *Face and Form* – Pupils practise expressive faces (anger, joy, pride) with sharp stances.
- **Skill Practice:** In small groups, develop a 4-count motif using stamping, arm thrusts and vocal cues.
- **Game Scenario:** *Motif Parade* – Groups perform their motifs down a “challenge corridor” and reflect on presence.
- **Plenary:** What emotion was strongest in your group’s motif? What would you add next time?

Vocabulary: Motif, stance, power, control, expression, teamwork

Healthy Participation: To explain how movement helps build muscle strength and posture for dance performance.

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Session 3 – Performing in Unison and Canon

LO: To perform and repeat movement sequences using unison and canon.

Objectives:

- I can perform in unison with control and strength.
- I can show canon through timing and spacing.
- I can use levels and direction to add interest to a motif.

Teaching Content:

- **Warm-up:** *Shape Shift* – Pupils move between low, middle and high levels showing power and fluidity.
- **Skill Practice:** Groups practise synchronising their motifs, then break them into canon with staggered starts.
- **Game Scenario:** *Mirror Wall* – Perform in front of peers or mirrors focusing on exact timing and alignment.
- **Plenary:** What made your group's unison effective? How did canon change the impact?

Vocabulary: Unison, canon, spacing, timing, levels, direction

Healthy Participation: To understand how dancing improves stamina, flexibility and coordination.

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Healthy Participation: To understand how dancing improves stamina, flexibility and coordination.

Session 4 – Structuring a Haka Dance

LO: To create and structure a Haka dance with a clear beginning, middle, and end.

Objectives:

- I can build a performance that includes motif, unison and canon.
- I can organise a group dance with clear start and finish.
- I can show purpose through body language and teamwork.

Teaching Content:

- **Warm-up:** *Start and Stop Shapes* – Pupils create powerful openings and closings.
- **Skill Practice:** Sequence existing motifs with dramatic entry, building intensity, and finishing pose.
- **Game Scenario:** *Structured Challenge* – Create a Haka dance in 3 parts with planned transitions and formations.
- **Plenary:** What helped your group stay organised? Which part of the structure had the most impact?

Vocabulary: Structure, beginning, middle, end, motif, formation

Healthy Participation: To understand how teamwork and communication support health and positive group dynamics.

Session 5 – Rehearsal and Refinement

LO: To rehearse and refine my performance with attention to timing and control.

Objectives:

- I can rehearse using group and teacher feedback.
- I can use strength and stillness effectively.
- I can improve my timing and fluency in performance.

Teaching Content:

- **Warm-up:** *Precision Practice* – Pupils drill transitions and arm actions in silence to boost control.
- **Skill Practice:** Self and peer review: Use video or mirrors to reflect on performance. Tweak motifs and synchronisation.
- **Game Scenario:** *Refine and Replay* – Groups rehearse, receive two peer suggestions, and improve their performance.
- **Plenary:** What was improved from last week? What did your group do better today?

Vocabulary: Rehearse, refine, timing, strength, fluency

Healthy Participation: To reflect on how rehearsal builds confidence, skill, and physical readiness for performance.

Session 6 – Performing and Evaluating the Haka

LO: To perform a group Haka to an audience with power and focus. To evaluate movement using technical and expressive vocabulary.

Objectives:

- I can perform confidently with precision and control.
- I can evaluate performance and describe what went well.
- I can describe how movement shows strength and emotion.

Teaching Content:

- **Warm-up:** *Performance Pulse* – Pupils perform motifs slowly and then full speed to build focus and rhythm.
- **Skill Practice:** Final rehearsal with focus on eye contact, spacing, and energy.
- **Game Scenario:** *Class Performance* – Present to peers or another class with evaluation sheets.
- **Plenary:** What did you enjoy most? How did you show strength and emotion? What did you learn about yourself?

Vocabulary: Perform, evaluate, precision, expression, power

Healthy Participation: To know how dancing contributes to emotional wellbeing, focus, and personal achievement.

Future learning this content supports:

This unit prepares pupils for:

- Performing with **precision, expression, and control**
- Using motifs, canon, unison, and CHANCE choreography for KS3-level dance and drama
- Collaborating effectively within groups and presenting to an audience
- Responding to feedback, applying choreographic technique, and improving fluency and timing
- Using expressive movement to communicate **culture, emotion, and story**