

Scheme of Work

Age range	Unit title	Stimulus	Unit outline	Specific learning outcomes
Reception	All Join In	Traditional folk dances	This unit introduces simple features of traditional British folk dance, allowing children to respond imaginatively within the conventions of the style. It encourages children to listen and respond to musical rhythms and phrasing, explore action and spatial patterns and memorise and perform short movement phrases. They also learn the necessary social skills for folk dance by dancing together, relating to partners and performing in small groups.	Remember and repeat movement patterns and link movements together. Respond to accompaniment. Show awareness of others.
	Handa's Hen	<i>Handa's Hen</i>	This narrative African-style dance is inspired by the book by Eileen Browne, which reinforces counting from 1 to 10, each number being associated with a different African animal. Four types of animal from the story (butterflies, mice, crickets and spoonbills) in addition to the hen are selected to provide contrasting actions, space and dynamics.	Travel, turn, jump, gesture and balance with a degree of control and coordination. Explore and move with appropriate actions in response to the stimulus. State preferences when looking at others dancing and respond to feedback.
	Toys	Toys: bubbles, a string puppet and a robot	This unit uses toys as a stimulus. The dance ideas provide opportunities to explore and use a range of actions and dynamics and to develop control and coordination in various contexts. The children will develop the confidence to dance alone and with a partner.	Move with a degree of control and coordination. Respond spontaneously through movement to a variety of stimuli. Use simple words to talk about what they see, do and feel in dance.
	What a Week!	<i>Mr Wolf's Week</i> by Colin Hawkins, weather, days of the week, clothes	This unit is inspired by the book <i>Mr Wolf's Week</i> , which introduces days of the week, weather, clothing and footwear. Different weather each day provides opportunities to explore a range of actions and dynamics and to develop the skills to create dance phrases and short partner dances.	Move with confidence. Match movements to music. Select movements that are appropriate to the dance idea. Enjoy watching people dancing and talk about what they see.

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SCHEME OF WORK (continued)

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Years 1 and 2	Builders at Work	Builders and building sites	This unit is based on the every-day actions of builders on a building site. It provides opportunities for developing coordination, rhythm and spatial awareness and also encourages the children to explore dance relationships with a partner.	Perform a range of actions with control and coordination. Develop actions by using dynamics and space and working with a partner. Discuss and share dance ideas with a partner.
	Circus	Human circus acts: clowns, strong people, high wire, trapeze artists and acrobats	The dance ideas encourage children to develop control, coordination and simple partner skills as well as character and expression. Ideas are linked together to create a complete circus experience.	Show expression through face, posture, action and dynamics. Show good awareness of others and share ideas with a partner. Respond to feedback and give feedback to others using success criteria.
	Dot, Squiggle, Dash	Abstract painting, children's mark making	The children develop body, dynamic and spatial awareness by exploring mark making individually, with partners and in groups to create a lively dance inspired by abstract paintings.	Perform short dances within a given structure. Choose appropriate actions, space, dynamics and relationships. Describe and interpret what they see, do and feel in dance.
	Holi	The Hindu spring festival celebration of Holi	This unit is inspired by the Hindu spring festival of Holi. The children learn a Bollywood-style circle dance for celebration that develops rhythm and coordination and develop a short partner dance based on their own celebration ideas.	Perform short dances to others. Recognise movement patterns and the overall structure of a dance. Enjoy watching people dancing in a different context and describe what they see and feel.
	Rain Again!	Rain, thunder and lightning	Inspired by rain, this unit provides opportunities for children to develop partner skills and to use and refine a range of dynamic qualities. The use of percussion and African music as accompaniment encourages sensitivity to the various sounds and musical qualities.	Perform a range of actions with control and coordination. Interpret accompaniment through actions and dynamics. Describe and interpret what they see using developing vocabulary.
	Tiddalik	The Australian aboriginal story of Tiddalik	This narrative dance is inspired by an Australian aboriginal dreamtime myth. In the main section, children explore animal movements and develop them to create a comic group (or partner) dance. The finale is a watery dance that provides contrasting actions and dynamics.	Show expression through face, posture and action and show good awareness of others. Link actions to create short dances within a given structure. Respond to and give feedback to others using success criteria.


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SCHEME OF WORK (continued)

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Years 3 and 4	Marvellous Body Machine	The circulatory system	This dance interprets the wonders of the circulatory system. There are ample opportunities for the children to use a range of partner skills and to achieve contrast in dynamics and space.	Understand the importance of warming up and cooling down safely (and demonstrate how to do this). Confidently and imaginatively explore and develop different actions in response to the dance idea. Link actions together to create a short dance.
	Pan Gu	The Chinese creation story of Pan Gu	This is a narrative dance in which the children work individually, developing body and spatial awareness and using the full range of actions and dynamics. In the final section of the dance, children work in trios to create landscapes and rivers.	Perform a range of actions expressively using dynamic qualities to illustrate the dance idea. Show sensitivity to others. Create and select appropriate actions, space and dynamics in martial arts style.
	Recycle!	Recycling	This unit has a strong cross-curricular dimension. The children explore the qualities of various man-made materials and consider the recycling process to create a dance that communicates messages about pollution and recycling.	Perform a range of actions with control, coordination and tension. Respond imaginatively to stimuli and confidently experiment with a range of actions. Describe and interpret what they see, do and feel using appropriate dance language.
	The Calabash Children	The story <i>The Calabash Children</i>	The outcome of this unit of work is an African-style dance in narrative form that interprets the themes of work and play.	Perform expressively using dynamic qualities to express the dance idea. Show beginnings, middles and endings and use simple compositional devices. Understand and demonstrate the style of African dance.
	The Snowball	A traditional British folk dance	This unit is inspired by a British folk dance called The Snowball in which each new figure is performed by an increasing number of dancers in the same way that a snowball increases in size as you roll it. The children learn to perform a simplified version of this dance in groups of 6 before creating their own new Snowball dance.	Remember phrases and dances. Link actions to create a dance. Know a traditional British folk dance.
	Umbrellas	<i>The Umbrellas</i> painting by Renoir and umbrellas themselves	The starting point for this unit is the well-known Renoir painting. Other stimuli such as actual umbrellas and the <i>Singin' in the Rain</i> DVD are used to inspire movement material for a collage-type dance.	Remember phrases and short dances. Develop phrases with a partner and in a group. Respond imaginatively to various stimuli.

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Years 5 and 6	A Winning Dance	Winning dances from TV shows; street dance	This unit is inspired by the street dance crews that perform on TV talent shows. The outcome could be either a class dance with group sections or individual group dances that develop some of the content explored in class. The four main sections can be linked in any order.	Demonstrate confidence, energy and attitude in street dance style. Develop material imaginatively to create more complex phrases. Analyse the key elements of a successful group dance.
	Chance Dance	Chance as an approach to composition	Telephone numbers, playing cards and dice are used to select partners and decide on the order of actions. Individual, partner and group tasks are based on the main ingredients of dance, and children are introduced to the technique of contact and weight taking. Who knows what the outcome will be?	Link actions and remember phrases and dances. Lead warm-up activities in groups. Discuss and share ideas in pairs and groups and with the class.
	Mission: Impossible	Adventure or escape; the music	This narrative-type dance develops from partner and group tasks in which children work together sensitively to create excitement and suspense.	Perform a range of actions with focus and projection. Explore, create and select appropriate actions, space, dynamics and relationships. Respond to accompaniment, showing awareness of changes in tempo.
	Our Town	The painting <i>Our Town</i> by L.S. Lowry (1941) or similar	This narrative-type dance, inspired by a painting by Lowry, provides opportunities for characterisation in pairs and groups.	Perform expressively using dynamic qualities to communicate the dance idea. Imaginatively respond to a painting. Use compositional devices and share ideas in groups.
	Rock 'n' Roll	Music, dance crazes, fashion, the 1950s	This rhythmic and high-energy dance in swing style provides opportunities for developing partner-work skills, especially the use of contact.	Show sensitivity to others when dancing and work successfully with a partner. Confidently explore, experiment with, select, create and link appropriate actions. Perform in and show knowledge of the rock 'n' roll style.
	The Loner	The poem "The Loner" by Julie Holder (see Resources folder in this web resource) 	This unit uses a sensitive poem about a lonely child. Images and action words from the poem provide the movement material, and the resulting dance is full of contrast in action, dynamics, space and relationships. Each child has an opportunity to take the role of the one who doesn't belong.	Perform expressively using dynamic qualities to express the dance idea. Confidently and imaginatively explore and select various actions in response to a poem. Confidently discuss and share dance ideas in groups.