



Physical Education

DANCE

YR

Unit Focus:

Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.

Prior Learning:

- Heard and responded to music.
- Carried out simple movements such as walking, running and jumping.
- Follow and repeat basic instructions.

Activity example:

Divide the class into the four areas of the classroom.

Children are to have some individual reflection time to think about the season they are in and begin to develop 3 movements they think portray the season.

Concepts:

- Introduce the idea of stimulus such as picture, book or object to direct activity.
- Performing actions with others can happen at the same time (unison) or at different times.

Key Vocabulary/Skills:

Link colours to feelings.	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.
Explore animal movements & levels.	
Replicating actions in larger groups.	
Seasons sequence work.	
Exploring leader and follower work.	



Inspiring Individuals



Mikhail Baryshnikov
(1948 -present)



Isadora Duncan
(1877 -1927)

Equipment

Music player, music, cones, hoops, throw down spots, balloons.

Key Questions

1. What is your favourite way to travel?
2. What does unison mean?
3. How can we perform animal actions at different levels? E.g. snake low, bird high.