| Lesso | Lesson Intention | Skill application | Capacity | Literacy | Numeracy | ICT | Citizenship | Benchmarks | |
|--------|---|---|---|--|---|--|--|---|--|
| 1 1 | Intro to bars of music • Counting / coordinatio n Dance games • Explosion tig • Build a line | Select and apply movement skills and strategies Apply skills with accuracy and control (HWB 3-21a) | focus Successful learners - learning the correct technique s | Explain how many beats are in each set. Explain why counting the beats of the music is important in dance. | Counting beats. Understand pace of music. | Using music in lesson for pupils to count the beats. | Participate fully in the lesson. | Rhythm and Timing Creates sequences of movement using a variety of stimuli with a focus on quality, leading to successful performance. Creates and | Count in beats of 8. Move my body with rhythm in time with the music. |
| | • Disco Tig Focus of lesson should be on counting beats, therefore introduce fun counting games. | | | dunce. | | | | establishes a rhythm to make the opportunity for timing available e.g. fluent passing round the key then player cuts to basket. Performs actions that involve a smooth | Link moves together while keeping in time with the beat. Practice and |
| 2 | Intro to action words • Act it out • Action reaction Use of action words such as jump, slide etc | Modify, adapt and refine previously learnt skills Demonstrate creativity | Confident individual s - developin g confidenc e within the skill | | Counting bars of 8. | | | transition from one phase to another e.g. dance sequence; jump, clap, slide and pause (1,2,3,4). | refine the dance > Work as part of a group > I can use lyrics to create part of a dance. |
| | Begin easy routine. Pupils should be introduced to a routine that | Engage in challenging physical experiences (HWB 3-21a, 3- | | | | | | | I can communicat e with others to share my own ideas |

| | incorporates 4 bars of 8 and includes methods of travelling, turning, jumping and balancing. Continue to focus on counting beats and timing of moves. | 22a) | | | | | - |
|---|--|--|---|---------------------|--|---|---|
| 3 | Complete easy routine of 4 bars of 8 incorporating 4 different moves. Pupil perform routine in groups to their peers and receive feedback | Modify, adapt and refine previously learnt skills Apply skills with accuracy and control (HWB 3-21a) I can give and accept constructive comment on my own and others' work (EXA 3-11a) | Confident individual s - developin g confidenc e within the skill Successf ul learners - learning the correct technique s | Counting bars of 8. | | Creativity Confidently creates movements sequences with precision, independently and with others. Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance. | |
| 4 | Begin themed dance: | Demonstrate creativity Apply leadership skills | Effective contribut ors - contribut ing your own | Counting bars of 8. | | Motivation Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments. | |

| | | Understand how | strengths | | | Uses a range of critical | |
|---|----------------------------|-------------------|------------|----------------|--|--|--|
| | Continue to work | to work | to your | | | and creative thinking | |
| | | | I | | | skills to assist in planning and setting | |
| | on counting beats | effectively with | paired | | | goals to improve | |
| | and timing | a partner or | sequence | | | performance. | |
| | | group | | | | Maximises the factors | |
| | Introduce | | | | | that motivate and | |
| | choreography of 1 | Identify and | | | | minimises the factors | |
| | bar of 8. A new | understand | | | | that impede participation in | |
| | 'themed' move to | personal | | | | physical activity every | |
| | be created by the | strengths and | | | | day. | |
| | groups. | development | | | | Shows an understanding | |
| | 9. 0470. | needs and the | | | | that we play a role in | |
| | | strengths and | | | | encouraging others. | |
| | | development | | | | | |
| | | | | | | | |
| | | needs of others. | | | | | |
| | | (HWB 3-21a, 3- | | | | | |
| | | 23a) | | | | | |
| | Complete themed | | | Understandin | | | |
| 5 | dances | Understand how | Effective | g rhythm and | | | |
| | | to work | contribut | moving in time | | | |
| | Sports | effectively with | ors - | with the | | | |
| | • Super | a partner or | contribut | music. | | | |
| | heroes | group | e to | | | | |
| | School | | developin | | | | |
| | | Analyse and | g | | | | |
| | Continue to work | evaluate personal | sequence | | | | |
| | on counting beats | performance and | Confident | | | | |
| | and timing | peer peer | individual | | | | |
| | and Timing | | | | | | |
| | | performance | s - | | | | |
| | | | develop | | | | |
| | | Analyse | confidenc | | | | |
| | | movement | e within | | | | |
| | | | the | | | | |
| | | Appreciate and | routine | | | | |

| | T | T | | | 1 | T | 1 |
|---|---------------------------------|-------------------|-------------|----------------|---|---|---|
| | | celebrate | Successf | | | | |
| | | personal success | ul | | | | |
| | | and that of | learners | | | | |
| | | others | - link and | | | | |
| | | (HWB 3-23a, 3- | join skills | | | | |
| | | 24a) | in a | | | | |
| | | | sequence | | | | |
| | | | Responsi | | | | |
| | | | ble | | | | |
| | | | citizens - | | | | |
| | | | work | | | | |
| | | | together | | | | |
| | | | as part | | | | |
| | | | of a team | | | | |
| | Introduce the idea | | | Understandin | | | |
| 6 | of developing | Modify, adapt | Successf | g rhythm and | | | |
| | motifs: | and refine | ul | moving in time | | | |
| | Formations | previously learnt | learners | with the | | | |
| | Relationshi | skills | - develop | music. | | | |
| | ps | | technique | Changing | | | |
| | Levels | Select | on low | speed of | | | |
| | Speed | appropriate | apparatus | movements in | | | |
| | Canon | equipment | | time with the | | | |
| | | | | rhythm of the | | | |
| | At these stages | Develop | | music. | | | |
| | aim to introduce | appropriate | | | | | |
| | Group leaders and | decision making | | | | | |
| | have the pupils | and problem | | | | | |
| | working in the | solving skills | | | | | |
| | same group | through | | | | | |
| | throughout. | analysing, | | | | | |
| | | evaluating and | | | | | |
| | Emphasise | applying | | | | | |
| | individual timing | | | | | | |

| | | N | | | | |
|---|--|------------------|------------|----------------|--|--|
| | | Demonstrate | | | | |
| | | creativity | | | | |
| | | | | | | |
| | | Engage in | | | | |
| | | challenging | | | | |
| | | physical | | | | |
| | | experiences | | | | |
| | | (HWB 3-21a, 3- | | | | |
| | | 22a) | | | | |
| 7 | Begin teacher led | Engage in | Responsi | Understandin | | |
| | routine | challenging | ble | g rhythm and | | |
| | | physical | citizens - | moving in time | | |
| | When teaching the | experiences | taking | with the | | |
| | dance, use the | | out & | music. | | |
| | same song | Select | organisin | Changing | | |
| | throughout, a song | appropriate | g | speed of | | |
| | with an easy beat | equipment | equipmen | movements in | | |
| | to follow such as: | | + ' ' | time with the | | |
| | | Understand how | | rhythm of the | | |
| | Usher 'Yeah' | to work | Confident | music. | | |
| | Run Dmc | effectively with | individual | | | |
| | Will Smith 'Switch' | a partner or | s - | | | |
| | etc | group | building | | | |
| | 0.0 | 9.00 | up | | | |
| | Continue to | Understand and | confidenc | | | |
| | develop the idea | undertake a | e to jump | | | |
| | of developing | variety of roles | from | | | |
| | motifs: | and | trampett | | | |
| | • Formations | responsibilities | e | | | |
| | Relationshi | (HWB 3-21a, 3- | | | | |
| | ps | 22a, 3-23a) | Successf | | | |
| | • Levels | | ul | | | |
| | LevelsSpeed | | learners | | | |
| | • Speed | | - learning | | | |
| | | | - learning | | | |

| | | | technique | | | |
|---|---------------------|------------------------------------|-----------|----------------|--|--|
| | | | s | | | |
| 8 | Continue with the | | | Understandin | | |
| | teacher led | Select and apply | Successf | g rhythm and | | |
| | routine with the | movement skills | ul | moving in time | | |
| | pupils. | and strategies | learners | with the | | |
| | | | - correct | music. | | |
| | When teaching the | Apply skills with | technique | Changing | | |
| | dance, use the | accuracy and | | speed of | | |
| | same song | control | | movements in | | |
| | throughout, a song | | | time with the | | |
| | with an easy beat | Engage in | | rhythm of the | | |
| | to follow such as: | challenging | | music. | | |
| | | physical | | | | |
| | Usher 'Yeah' | experiences | | | | |
| | Run Dmc | | | | | |
| | Will Smith 'Switch' | Analyse | | | | |
| | etc | movement | | | | |
| | | (HWB 3-21a, 3- | | | | |
| | | 22a, 3-24a) | | | | |
| | | I can give and accept constructive | | | | |
| | | comment on my | | | | |
| | | own and others' | | | | |
| | | work | | | | |
| | | (EXA 3-11a) | | | | |
| 9 | Complete the | Select and apply | Successf | Understandin | | |
| | teacher led | movement skills | ul | g rhythm and | | |
| | routine | and strategies | learners | moving in time | | |
| | | | - correct | with the | | |
| | When teaching the | Apply skills with | technique | music. | | |
| | dance, use the | accuracy and | | Changing | | |

| | | | | 41 d - C | | |
|----|---------------------|------------------------|-----------|---------------|--|--|
| | same song | control | | speed of | | |
| | throughout, a song | | | movements in | | |
| | with an easy beat | Engage in | | time with the | | |
| | to follow such as: | challenging | | rhythm of the | | |
| | | physical | | music. | | |
| | Usher 'Yeah' | experiences | | | | |
| | Run Dmc | | | | | |
| | Will Smith 'Switch' | Analyse | | | | |
| | Will Citient Cwitch | movement | | | | |
| | | (HWB 3-21a, 3- | | | | |
| | | • | | | | |
| | | 22a, 3-24a) | | | | |
| | | | | | | |
| | | I can give and | | | | |
| | | accept constructive | | | | |
| | | comment on my | | | | |
| | | own and others' | | | | |
| | | work | | | | |
| | | (EXA 3-11a) | | | | |
| | | | | | | |
| 10 | Group | | | Create dance | | |
| | choreography. | Demonstrate | Effective | sequences in | | |
| | | creativity | contribut | time with the | | |
| | Pupils will now | | ors - | music and | | |
| | combine their | Develop | contribut | developing | | |
| | | • | | , - | | |
| | learning from the | appropriate | e own | rhythm. | | |
| | previous practices | decision making | strengths | | | |
| | and be tasked with | and problem | to | | | |
| | developing their | solving skills | performa | | | |
| | own routine to 2 | through | nce | | | |
| | bars of 8. | analysing, | | | | |
| | | evaluating and | | | | |
| | n.b. If pupils are | applying | | | | |
| | finding difficulty | , 5 | | | | |
| | in coming up with | Apply leadership | | | | |

| | their own ideas | skills | | | | |
|----|-----------------------------|--------------------------------|------------|---------------|--|--|
| | they can use | 311113 | | | | |
| | elements of the | Analyse and | | | | |
| | teacher led dance | evaluate personal | | | | |
| | and put them in a | performance and | | | | |
| | different order. | ' | | | | |
| | un rerent order. | peer | | | | |
| | \\/\ban +0.5 - | performance | | | | |
| | When teaching the | Tdon+ify and | | | | |
| | dance, use the | Identify and | | | | |
| | same song | understand | | | | |
| | throughout, a song | personal | | | | |
| | with an easy beat | strengths and | | | | |
| | to follow such as: | development | | | | |
| | Lide on West | needs and the | | | | |
| | Usher 'Yeah' | strengths and | | | | |
| | Run Dmc | development | | | | |
| | Will Smith 'Switch' | needs of others. | | | | |
| | etc | (HWB 3-21a, 3- | | | | |
| | | 23a, 3-24a) | | | | |
| | Pupils will perform | | | Teaching the | | |
| 11 | their routine to | Appreciate and | Effective | sequence to | | |
| | the whole class. | celebrate | contribut | the rest of | | |
| | | personal success | ors - | the class in | | |
| | This will include: | and that of | contribut | time and | | |
| | Teacher | others | e own | rhythm of the | | |
| | led routine | | strengths | music. | | |
| | • Group | Apply ICT during | to | | | |
| | choreograp | practical | performa | | | |
| | hy | investigation | nce | | | |
| | • End | | Confident | | | |
| | routine | | individual | | | |
| | | I have created | s- | | | |
| | | and taken part in dance from a | develop | | | |
| | | range of styles | quality of | | | |

| 12 | Following completion of the routine all routines will now be video recorded. | Engage in challenging physical experiences Select appropriate equipment Modify, adapt and refine previously learnt skills | performa nce Successf ul learners - create a sequence to perform Responsi ble citizens - work as part of a team Confident individual s - develop quality of performa nce Successf ul learners - create a sequence | Ensuring movement and performance of steps are in the correct sequence to the timing of the music. | Use tablets to record perform ace | | |
|----|--|---|--|--|--|--|--|
| | | previously learnt | a | | | | |

| | | | citizens - | | | |
|----|--------------------|--------------------------------|------------|---------------|--|--|
| | | Develop | work as | | | |
| | | · • | part of a | | | |
| | | appropriate decision making | team | | | |
| | | | ream | | | |
| | | and problem | | | | |
| | | solving skills | | | | |
| | | through | | | | |
| | | analysing, | | | | |
| | | evaluating and | | | | |
| | | applying | | | | |
| | | Annon ai atta au -! | | | | |
| | | Appreciate and celebrate | | | | |
| | | personal success | | | | |
| | | and that of | | | | |
| | | others | | | | |
| | | | | | | |
| | | (HWB 3021a, 3- | | | | |
| | | 22a, 3-24a) | | | | |
| | | I can give and | | | | |
| | | accept | | | | |
| | | constructive | | | | |
| | | comment on my | | | | |
| | | own and others' | | | | |
| | | work (EXA 3-11a) | | | | |
| | 'Prop' lesson. | (EAA O FIA) | | Counting the | | |
| 13 | | Select | Confident | beats of the | | |
| | Working in the | appropriate | individual | music and | | |
| | same groups pupils | equipment | s - | develop | | |
| | will develop a | - 4 | develop | direction and | | |
| | dance routine that | Modify, adapt | quality of | height within | | |
| | includes a 'prop'. | and refine | performa | the dance. | | |
| | Pupils must | previously learnt | nce | | | |
| | continue to | skills | Successf | | | |

| develop motifs. | | ul | | | |
|---------------------|-------------------|------------|--|--|--|
| | Apply skills with | learners | | | |
| These may include: | accuracy and | - create | | | |
| Umbrellas/Pom | control | α | | | |
| poms/Canes/ | | sequence | | | |
| Hats/Chairs etc | Develop | to | | | |
| | appropriate | perform | | | |
| Use only one song | decision making | Responsi | | | |
| for the whole | and problem | ble | | | |
| class and allow | solving skills | citizens - | | | |
| only one prop to be | through | work as | | | |
| used by each | analysing, | part of a | | | |
| group. | evaluating and | team | | | |
| | applying | | | | |
| | | | | | |
| | Engage in | | | | |
| | challenging | | | | |
| | physical | | | | |
| | experiences | | | | |
| | (HWB 3-21a, 3- | | | | |
| | 22a) | | | | |
| | | | | | |

^{*}Lesson 10, 11 and 12 can be combined if only a ten lesson block

| 14 | 'prop' lesson | Select appropriate | Confident individuals | | |
|----|--------------------------|----------------------------|-----------------------|--|--|
| | | equipment | - develop quality of | | |
| | Pupils will complete the | | performance | | |
| | 'prop' dance and | Modify, adapt and refine | Successful learners | | |
| | perform it to the rest | previously learnt skills | - create a sequence | | |
| | of the class | | to perform | | |
| | | Apply skills with accuracy | Responsible citizens | | |

| | | and control Develop appropriate decision making and problem solving skills through analysing, evaluating and applying Engage in challenging physical experiences (HWB 3-21a, 3-22a) | - work as part of a team | | |
|----|--|---|---|--|--|
| 15 | 'pose' lesson This lesson will focus on pupils working individually, and in pairs and develop 'poses' | Modify, adapt and refine previously learnt skills Apply skills with accuracy and control Develop appropriate decision making and problem solving skills through analysing, evaluating and applying Engage in challenging physical experiences (HWB 3-21a, 3-22a) | Confident individuals - develop quality of performance Successful learners - create a sequence to perform Responsible citizens - work as part of a team | | |
| 16 | Picture lesson Pupils are given a picture or action that they must incorporate into a routine | Modify, adapt and refine previously learnt skills Apply skills with accuracy and control | Confident individuals - develop quality of performance Successful learners - create a sequence to perform | | |

| Develop appropriate decision making and problem solving skills through analysing, evaluating and applying | Responsible citizens - work as part of a team | | |
|---|---|--|--|
| Engage in challenging physical experiences (HWB 3-21a, 3-22a) | | | |