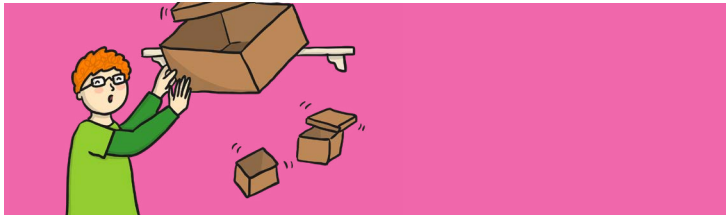


Dance: Year 1 Seasons

PE | Year 1 | Unit Overview

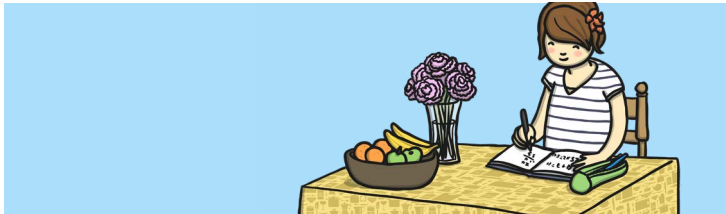
Introduction

This unit based on the seasons will provide your children with varied dance experiences. During the unit, they will work individually, in pairs and in groups and will develop their understanding of dance terminology such as mirroring, improvisation, canon and unison. Throughout the unit, there are many opportunities for children to evaluate their own work and provide feedback to others.



Health & Safety

Check the dancing area for any hazards before beginning the lesson. Make sure that all children have bare feet and are appropriately dressed. Long hair should be tied back and all jewellery removed before dancing. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.



Home Learning

This activity sheet provides children with a set of six fun and engaging dance activities linked to their learning. The activities can be completed with a friend or family member at home or during extra-curricular time at school.



Wider Learning

Ice Dancing: Take a closer look at ice cubes and investigate melting and freezing using these [Ice Cubes Display Photos](#).

April Showers: Use this [Splashing in the Puddles Song PowerPoint](#) to explore song and movement. Explore design and shape with this [Design an Umbrella Activity Sheet](#).

Beside the Seaside: Look at features of the British seaside using this [British Seasides PowerPoint](#).

Hooray for Harvest! Learn themed songs using this [Harvest Songs and Rhymes Resource Pack](#). Explore some of the foods gathered at harvest time using these [Harvest Food Pictures](#).

To look at all the resources in the Dance: The Seasons unit [click here](#)

To find out more about Twinkl Move download our [free guide here](#).

Assessment Statements

By the end of this unit...

...all children should be able to:

- make different shapes with their bodies as they travel, jump and spin;
- say what is good about a partner's performance;
- perform a simple action in unison with a partner;
- use ideas from previous learning independently;
- show some awareness of others when working in a group;
- perform given ideas independently;
- copy and repeat actions with some prompting;
- show some awareness of the beat when dancing;
- change the speed of their movements in response to a percussion instrument;
- respond to questions about their own performance.

...most children will be able to:

- show control as they travel, jump and spin;
- identify which part of a performance may need to be improved;
- keep to the beat of the music when performing;
- improvise independently and adapt previous ideas to include in a dance;
- work effectively within a group to perform in canon;
- combine actions to create a short motif;
- mirror the movements of a partner;
- copy and repeat actions in time with the music;
- describe the sequence of a barn dance;
- shape their bodies appropriately to represent an object and respond to changes of speed;
- suggest some ways to improve their movements.

...some children will be able to:

- change direction, shape and level as they travel, jump and spin;
- describe what changes need to be made to improve a performance;
- adapt their movements to include changes of direction and add suitable arm actions;
- improvise independently and create new ideas to use in a dance;

- explain the terms unison and canon independently and give examples of when they have been used;
- develop their ideas during improvisation and combine movements in a creative way;
- mirror the movements of a partner performing more than one movement at a time;
- perform all movements in time with the music and lead a group when dancing;
- suggest suitable steps to be added to a barn dance;
- manage changes of speed accurately as well as keeping to a steady beat when required;
- suggest points for improvements to group performances and their own.

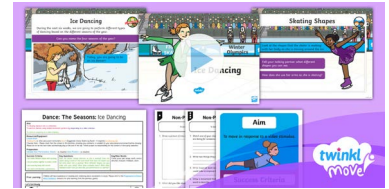
Lesson Breakdown

Resources

1. Ice Dancing

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by responding to a video stimulus.
 - To move in response to a video stimulus.

- Tambourine
- Music (Suggested choice: Bolero by Ravel)
- Video clip of ice dancing



2. April Showers

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by improvising individually and with a partner.
 - To improvise and create movements with a partner.

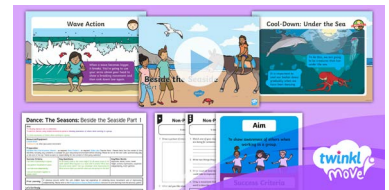
- Music (Suggested choice: Singing in the Rain or Raindrops Keep Falling on my Head - various versions available)
- Rainmaker or other suitable percussion instrument to simulate the sound of the rain



3. Beside the Seaside Part 1

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by showing awareness of others when working in a group.
 - To show awareness of others when working in a group.

- Tambourine or other percussion instrument
- Video clip of waves



4. Beside the Seaside Part 2

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by mirroring the actions of a partner.
 - To understand mirroring and use this with a partner.

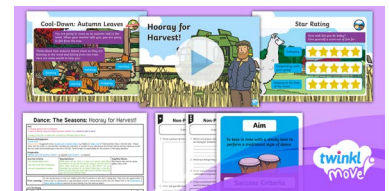
- Tambourine
- Gym Mats or spots - per pair
- Choice of calming music for cool-down



5. Hooray for Harvest!

- To develop balance and co-ordination.
- To perform dances using simple movement patterns of a traditional style of dance.
 - To keep in time with a steady beat to perform a traditional style of dance.

- Drum
- Music (Suggested choice: Sounds Like a Square Dance by Fiddlers 3)
- Video clip of a traditional barn dance



6. Fields of Gold

- To develop balance and co-ordination.
- To perform dances using simple movement patterns with changes of speed and shape to represent an object.
 - To vary the shape and speed of my movements to represent an object.

- Drum
- Shaker
- Music (Suggested choice: Sounds Like a Square Dance by Fiddlers 3)

