



## The Hive – Physical - Dance Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore opportunities to move their bodies in response to music and move their bodies imaginatively.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>When I listen to music, how can I move my body?</i></li> <li>• <i>What do I do when I hear the words run, walk, jump and turn?</i></li> <li>• <i>How many of our dance teachers' actions can we copy?</i></li> <li>• <i>What does "performing" our dance moves look like?</i></li> </ul> <p><b>Communication</b> - using a child's preferred method of communication, they will follow simple instructions and actions accompanied by gestures and visuals and follow directions if they are part of a simple action song/dance. They will demonstrate an understanding of simple verbs such as run, jump, turn and walk etc. They will use language to share feelings, experiences and thoughts.</p> <p><b>Independence</b> – children will make attempts to move their bodies in response to different music. They will copy simple dance actions and follow the lead of the dance teacher.</p> <p><b>Inclusion</b> – children will engage with a specialist dance teacher to learn movement skills, musicality and performance techniques at the level which matches their own ability. They will be given opportunities to learn simple movement and music-based routines, alongside their link class, and perform together during their annual year group assembly.</p> <p><b>Success</b> – children will respond positively to a range of different music and move their bodies accordingly. They will be comfortable and settled within the dance session and make attempts to copy the movements and actions of the dance teacher. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>In the Middle Phase, children will explore performing dances using simple patterns of movement. Children will begin to develop the ability to respond to rhythm. They will build their confidence in "showing" their work to others and preforming.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>Can I move in a range of different ways, including skipping?</i></li> <li>• <i>Do I show you that I can move in time to music?</i></li> <li>• <i>Can I copy the dance moves of my dance teacher on my own?</i></li> <li>• <i>Can we perform to a small audience?</i></li> </ul> <p><b>Communication</b> - using a child's preferred method of communication, they will follow instructions to carry out a simple dance-based skill, task or sequence. They will understand sentences with two parts and respond to and understand an increasing list of verbs. They will be able to tell an adult about their personal preferences and, with prompting, will be able to communicate about things they have seen, done or felt. They will begin to be able to explain what is happening and use talk to connect ideas.</p> <p><b>Independence</b> – children will independently demonstrate an improved ability to follow and copy a simple dance routine. They will improve their sense of timing and musicality, as well as becoming more comfortable and confident to perform in front of their peers.</p> <p><b>Inclusion</b> – children will engage with a specialist dance teacher to learn movement skills, musicality and performance techniques at the level which matches their own ability. Children will access dance lessons with their link class, where appropriate, with a particular focus on Country Dancing and performing at the school Summer Fayre as well as performing together during the annual year group assembly.</p>	<p>In the Upper Phase, children will continue to develop their flexibility, strength, technique, control and balance through dance. They will begin to be able to analyse and discuss their performances in dance and demonstrate a desire to improve and achieve their best. Children will continue to build their confidence to perform to others.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>How do we show expression when we are dancing?</i></li> <li>• <i>Can I recall a sequence of dance moves to perform to others?</i></li> <li>• <i>Can I compose a dance routine and make suggestions to make improvements?</i></li> </ul> <p><b>Communication</b> - using a child's preferred method of communication, they will understand and follow unfamiliar instructions to carry out a step-by-step dance skill or routine. They will develop their ability to communicate about their personal intentions, describing what they are intending to do and begin to make contributions to choreographing their own dance sequences/routines. They will be able to communicate ways in which skills could be improved to achieve their best.</p> <p><b>Independence</b> – children will have developed a wide range of skills and techniques which can be combined to create dance routines and sequences. They will be able to learn, retain and recall sequences of movements to music and be able to perform independently and confidently to both their peers and a wider audience.</p> <p><b>Inclusion</b> – children will engage with a specialist dance teacher to learn movement skills, musicality and performance techniques at the level which matches their own ability. Children will access lessons with their link class, where appropriate, and learn and perform inclusive dances during their annual year group assembly and at The Derngate Theatre in Northampton.</p>

**Success** – children will develop their ability to move in time to music, using an increasing range of techniques, skills and movements. They will learn, retain and begin to perform routines/sequences for an audience. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.

**Success** – children will move confidently in time to music using a wide range of movements and techniques. They will be able to communicate their thoughts and feelings through dance and be proud and comfortable to perform to an audience. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.