

NON STOP ACTION – DANCE & GYMNASTICS CURRICULUM

YEAR GROUP	DANCE UNIT 1 – Principles of Dance	FLOOR GYMNASTICS
1	<ul style="list-style-type: none"> To understand the importance of why we need to warm up our bodies for exercise. To explore the different types of movements our bodies can make (swinging, twisting and explosive movements). To move to music with different rhythms, speeds and moods. To explore the different shapes they can make with their bodies to show/represent something. To be able to copy and learn a routine, remember the sequence with the teacher's help, and perform it. <p>KEY WORDS: swings, explosive, twist, tempo, speed, beat, posture, control, shapes, musicality, character, link, rehearse, muscle memory, improve, rehearse, perform, improvise.</p>	<ul style="list-style-type: none"> To develop coordination, balance, control and confidence in gymnastics moves. To know and demonstrate the different gymnastics positions in a range of ways. To be able to use a safe jumping technique (take-off and landing – bent knees) to perform simple jumps (pencil jump and tuck jump). To be able to travel showing good posture (walking with quality forwards & side stepping). To demonstrate a range of patch and point balances. To demonstrate a range of simple rolls (log and egg roll), including the introduction to a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. <p>KEY WORDS: body tension, straight, quality, tuck, coordination, together, balance, mirroring, roll, stretched, peer-assess, rehearse, perform, sequence, flow, link.</p>
2	<ul style="list-style-type: none"> To know 2 reasons why we warm up (flexibility & to prevent injury). To explore and demonstrate different ways of travelling. To understand the difference between directions and pathways, and to be able to demonstrate different combinations of these. To know what gestures are in Dance and to show different objects/things (animals) through gestures. To be able to link 3 movements together (e.g. jumps, gestures, turns) to create a mini sequence/routine. <p>KEY WORDS: warm up, travelling, space, direction, pathways, character, gesture, body, posture, turns, jumps, transition, dynamics, musicality, rehearse, perform, improvise.</p>	<ul style="list-style-type: none"> To demonstrate coordination, balance, control and confidence in gymnastics moves. To understand what body tension is and be able to demonstrate this with a range of movements. To demonstrate safe jumping technique with a variety of simple jumps (star jump). To be able to travel in variety of ways and in different directions (walking with quality backwards and lifted knees travelling). To demonstrate a range of balances performed with body tension (shoulder stand and superman). To demonstrate a range of simple rolls with variations (dish roll, egg star open roll and rock and roll), and demonstrate the 6 positions of a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. <p>KEY WORDS: body tension, straight, curve, star, coordination, together, balance, transition, link, positions, tuck, stretched, shoulder stand, peer-assess, rehearse, perform, sequence, flow.</p>

NON STOP ACTION – DANCE & GYMNASTICS CURRICULUM

<p>3</p>	<ul style="list-style-type: none"> To know numerous reasons why we warm up (reasons from previous years and strengthening & conditioning). To understand the importance of spatial awareness in Dance, and to know the different spaces/areas on a stage. To understand what a formation is in Dance and to be able to demonstrate this, and move between different formations in a routine. To understand what different types of structures/forms are in Dance (Binary, Ternary, Rondo), to demonstrate these and know that they can be used to elongate a routine. To use choreographic devices such as unison and different types of canon to manipulate/change a routine. To be able to demonstrate contrasting levels (high, middle and low) and to demonstrate these in choreography. To be able to link together key movements in Dance (turns, jumps, travelling, gestures) to create a phrase that flows. To be able to learn a routine, remember the sequence, rehearse it, improve it and perform it. To be able to give feedback to my peers on a performance against a given criteria. <p>KEY WORDS: strengthening, conditioning, space, formations, spatial awareness, transition, levels, posture, manipulate, binary, ternary, rondo, unison, canon, contrast, rehearse, perform, improvise.</p>	<ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump), and know the alternative techniques for other jumps (elevated hop and scissor kick jump). To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). To demonstrate more complex individual static balances (table-top bridge and full bridge). To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). To demonstrate a variety of rolls, linking them to other movements (side roll and teddy bear roll), and perform an accurate forward roll that flows. To demonstrate smooth transitions between the floor and standing. To be able to create and perform their own sequence of gymnastics movements, and improve it after receiving feedback. <p>KEY WORDS: body tension, swim, momentum, coordination, side roll, link, straddle, teddy bear roll, shoulder, side, point balance, forwards roll, bridge, scissor kick, handstand, sequence, flow, perform.</p>
<p>4</p>	<ul style="list-style-type: none"> To know the main 3 components of a Dance warm up and to be able to demonstrate exercises for each section. To understand what rhythm (straight and syncopated) and time signatures are, and physically demonstrate this understanding through my movements to the music. To understand what a motif is, learn and copy one, or create my own. To know a range of more advanced key movements (jumps, turns, travelling, gestures) and be able to use these to extend and develop a motif. To have a good understanding of what dynamics are in Dance, and to be able to perform a short routine showing contrasting dynamics. To use choreographic devices such as the retrograde and fragmentation to develop a motif and create a dance routine. To be able to learn a routine, change it and extend it, rehearse and improve it, and perform it. 	<ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. To demonstrate a range of jumps and leaps with the correct preparation and landing (full turn jump, split leap, cat leap, leap frog), and understand some jumps are travelling steps. To demonstrate a range of travelling movements with good posture, balance and body tension (step turn step and step ball change/chasse). To demonstrate balancing on different parts of their body – hands and head (more advanced bridges and simple headstands). To progress taking weight on hands to attempting cartwheels. To demonstrate rolls with different entries and exits (forwards roll from/to a straddle position), and link different types of rolls together. To be able to create their own sequence of gymnastics movements, clearly linking movements with similar shapes/starting and ending positions together.

NON STOP ACTION – DANCE & GYMNASTICS CURRICULUM

	<ul style="list-style-type: none"> To be able to give feedback to my peers on their performance against a given criteria. To be able to act on my personal/peers’ feedback to improve my routine. <p>KEY WORDS: warm up, rhythm, syncopated, time signature, strong beat, create, motif, dynamics, transition, develop, turns, jumps, reverse, retrograde, fragmentation, rehearse, improve, perform</p>	<ul style="list-style-type: none"> To be able to practise and improve their sequence, responding to the feedback they have received, and perform their sequence to an audience. <p>KEY WORDS: body tension, turn, momentum, straddle, teddy bear roll, balance, weight, triangle, headstand, handstand, cartwheel, straight, cat leap, split leap, leap frog, sequence, flow, link, perform.</p>
5	<ul style="list-style-type: none"> To be able to demonstrate contrasting levels (high, middle and low), to understand each category has sub levels within it and to demonstrate these within a routine. To know the key movements with the addition of floor work and be able to demonstrate these confidently and use them when choreographing a routine. To know and show a range of ways of transitioning to and from the floor. To learn a set motif and work in groups to develop the motif further. To understand the safety and different roles when lifting in Dance, and be able to perform an assisted jump and a should height/overhead lift. To understand the relationship between the rise and fall/dynamics of the music and levels in Dance, and be able to demonstrate this. To be able to show contrasting emotions in Dance by using choreographic devices such as levels and dynamics. To be able to link sections of choreography together so they flow and tell a story. To be able to self assess their own achievement against a success criteria and identify a next step to improve. To be able to act on my personal/peers feedback to improve my routine and show clear improvements/progression. <p>KEY WORDS: middle, contrast, bent, high knees, low, floor work, transition, high, jump, rise, lift, mood, emotions, choreography, storytelling, develop, rehearse, improve, perform.</p>	<ul style="list-style-type: none"> To perform gymnastics movements and sequences with clear confidence, fluidity, strength and body tension. To demonstrate more complex jumps with correct technique (take off and landing), focusing on the gymnastic position made in the air (pike jump and stag jump/leap). To use travelling steps to link different gymnastics movements together, and to create interesting sequences. To demonstrate more complex balances (headstands with leg variations), and demonstrate an understanding of counter balances when performing partner balances. To be able to safely support and spot a partner in a handstand. To demonstrate more complex rolls with different entries and exits (shoulder roll, backwards roll and forwards roll from a balance). To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills and smooth transitions between skills. To be able to self or peer assess a sequence/performance against a given criteria, and suggest ways in which to improve the sequence. To be able to act on feedback they receive. <p>KEY WORDS: pike, stag, cat leap, momentum, shoulder roll, backwards roll, rock and roll, forwards roll, headstand, handstand, strong, spot, counterbalance, partner, entry, exit, sequence, flow, link, perform</p>
6	<ul style="list-style-type: none"> To understand the purpose of the human skeleton and it’s main function. To know about different types of joints in the human body and the different ways in which they move. 	<ul style="list-style-type: none"> To perform gymnastics movements with clear confidence, fluidity, strength and body tension, and perform sequences with a sense of performance quality. To demonstrate a range of more complex jumps with correct technique, and be able to perform assisted jumps/leaps with a partner.

NON STOP ACTION – DANCE & GYMNASTICS CURRICULUM

- To have a sound understanding of the difference between straight and syncopated rhythms, and be able to rhythmically respond to these confidently.
- To understand what isolations are in Dance and be able to demonstrate a range of these and include some in my choreography.
- To be able to choreograph a routine of at least 32 counts (in a group), including key movements from each category (turns, jumps, travelling, gestures and floor work), and perform this in a suitable dynamic that portrays the theme.
- To clearly show use of choreographic devices (such as directions, pathways, formations, levels, canon and unison) in my choreography.
- To be able to (in a group) storyboard and plan my routine, before choreographing it, to match the theme/lyrics of the music.
- To evaluate my work against a criteria and set myself a smart target to improve it.
- To be able to act on peers feedback to improve my routine and show clear improvements/progression.
- To perform a routine that I have choreographed within a group for a purpose (a music video).

KEY WORDS: skeleton, joints, mobility, isolation, stillness, syncopated, rhythm, pedestrian, pathways, formations, unison, canon, variety, storyboard, choreograph, target, rehearse, improve, perform

- To use travelling steps to link different skills together while using the whole space.
- To be able to link cartwheels into other gymnastics skills.
- To demonstrate a range of more complex balances, and be able to perform and create several group balances.
- To demonstrate a pirouette or turn within a sequence.
- To demonstrate more complex rolls with different entries and exits, attempting a dive entry into a forward roll.
- To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills. smooth transitions between skills and think about the overall performance (formations/directions...etc).
- To be able to assess the overall effectiveness of a sequence/performance against a given criteria, and suggest realistic improvements. To be able to act on feedback they receive.

KEY WORDS: mirroring, canon, rehearse, body tension, jumps, rolls, sequence, control, assisted jumps/leaps, interact, counterbalance, weight, support, cartwheel, travelling, unison, sequence, flow, link, perform