

An overview of how dance is built into the curriculum at
Key Stage One and Two

Dance at Godinton 2013-2014



Dance is built into the timetable for approximately 12 hours per year in Years 1 and 6. In reception it forms part of the teacher directed sessions but can also be explored by the children in child initiated time. Additional time is allocated for cross curricular links and participation in projects, workshops or whole school events such as the Big Dance (an average of an additional 4 hours per year in KS1 and KS2). Approximately 1.6% of the school curriculum is devoted to dance activities. Further detail of the school curriculum can be found on the curriculum pages on the school website.

Year 6

* Two blocked dance units per year: Medieval dance: Medieval Motifs are then combined to create sequences. Dances are then performed, evaluated and refined. Caribbean dance: creating movements in response to music, learning merengue, calypso and menté dance moves. Dance is also incorporated into the Leavers' Assembly The children participate in dance workshops linked to topic work or activity week. (Hip hop workshop)

Year 5

* Two blocked units of dance per year. Rhythmic gymnastic dance: Children use music as a stimulus to create a dance that reflects a river's journey. Children work collaboratively to compose the different moves. Tudor Dance: They learn about how dances varied between the rich and the poor. From recognising common dance moves, the children compose their own dance for a particular purpose. Performance and evaluation takes place in both units. The children participate in dance workshops (Active dance and Hall Place)

Year 4

* Three blocked dance units per year. Country Dancing -learning, performing and evaluating routines. In the second dance unit, the children create a musical motifs depicting events for a child or group of children being evacuated during WWII. The children have combined dance and music in their Africa topic and have created dance sequences in response to African music. The children have also participated in the Jasmin Vardimon dance workshop / Inspire project.

Year 3

* Three blocked dance units per year: with a different theme being taken for each linked to topics. The children respond to a variety of modern music. They are given the opportunity to develop movements, taking note of the pulse of the music and create dance sequences. The children have opportunities to work independently, with partners or as part of a group. The children have also participated in the Jasmin Vardimon dance workshop / Inspire Project / Dance in the Park.

Year 2

* Three blocked units of dance work. The first links with the topic 'Inferno'. Children respond imaginatively to different music and then create and perform short dances to communicate different moods, including fireworks and explosion. In the second unit, children learn dances from around the world, including American line dancing, and dance moves inspired by African music. Finally the children complete a dance unit inspired by their topic on Mexico.

* Salsa dancing as part of Spanish Day

* Dance is built into performances and assemblies.

Year 1

* The children participate in a series of activities to develop coordination skills in dance. They learn simple moves, working independently or with a partner. They follow patterns and respond to music in different ways. They take themes to respond to which relate to their topic work e.g. the Earth and Beyond.

* Dance is built into performances and assemblies.

Year R

* Dance is built into teacher directed and child initiated activities.

* This includes dance in response to topics such as Chinese new year, write dance and the use of dance DVDs in CIA.

* Dance is built into performances and assemblies.