

# **Movement and Dance Programme for Key Stage 2**

**By Rebecca Martin**

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This package offers a fun, imaginative way for children to use music and movement within their PE lessons, using themes that cover a medium term plan which follows the National Curriculum recommended Programme of Study.

The pack comes complete with Medium Term Plan Dance Programmes for each year group at Key Stage 2. The Dance Programmes explore the themes of 'Machines', 'The Circus', 'Space Travel' and 'Celebration'.

For children who have previously used the Primrose Movement and Dance Pack for Key Stage 1, the music of Machines and The Circus will be familiar and they will enjoy a completely new exploration of these themes, with opportunity to build and develop their previous ideas. However, there is no need for children to have studied the Key Stage 1 programme as the Key Stage 2 theme development is completely independent.

Each Dance Programme contains a CD, a medium term plan and six lesson plans for each CD. The programme allows children to express themselves through play and the use of their bodies, encouraging them to focus on themselves and the movements their bodies produce.

Each lesson progresses from the previous allowing the children to build and re-visit skills formerly learnt.

## **Warm ups - Cool Downs**

Warming up is an important part of preparation for energetic activity, it helps focus minds and gets the body ready for exercise. Cooling down is equally important, helping transfer minds and bodies from physical exercise back to the classroom learning environment.

The session activities suggested below are equally useful for both the warm up and cool down parts of a physical activity lesson. They are simple, effective and interesting games, which require some concentration from the children.

As a 'Warm Up', using one of these games will help you establish control at the start of the lesson and initiate the idea of physical activity. As a 'Cool Down' at the end of your lesson, this sort of activity will re-establish control and lead naturally into a less active and more thoughtful phase in the classroom.

### **Bean Bag Game**

Split the children into four teams. Each team goes in a corner of the room. In the middle place a bucket full of beanbags. Each team forms a line. When you say go the first child in the line runs to the bucket and picks up a beanbag and runs back to their team tagging the next person in the line. This is repeated until all the members of the team go. The first team to all have collected their bean bags wins.

### **Butterflies**

Ask the children to get their butterflies ready (hands). Ask them to make butterflies fly up high into the sky and fly out wide away from each other. Now ask them to make their butterflies fly low to the ground as close as they can be. Next up high again quickly and so on. This warm up activity is to stretch the children and warm their bodies up using basic stretches with their hands as a focus for them to follow. It can also be used to make the butterflies fly around the room encouraging children to run and to swoop high and low to get their body moving.

## Glue

Ask the children to pick up an imaginary piece of paper on the floor in front of them. When they have picked it up tell them it was covered in glue and is now stuck to them. Tell them to try shaking it off, asking them to really shake their arm, up high and at the side. It hasn't worked, tell them to try using their other hand to help. Now it is stuck to that hand – see if they can shake it off that hand. No luck? Maybe if they stand on it with one foot and pull their hand will come away. Now it is stuck to the bottom of their feet, tell them to shake their legs out and see if that works. Nope, use their other foot to help. Shake that leg and the paper flies off and lands on another part of their body. Shake that. Finally ask them to ask a friend to pull it off for them and put it back down on the floor.

## Beans

The children may well be familiar with this game. You call out a type of bean and they have to take its form. These are as follows:

**Runner Bean** – children run as hard as they can on the spot. **Broad Bean** – children stretch out as wide as they can. **Chilli Bean** – children shiver on the spot holding their arms round themselves to keep warm. **Baked Bean** – children curl up as small as they can on the floor. **Jumping Bean** – children jump on the spot. **Jelly Bean** – children wobble like jelly. **String Bean** – children stretch out to be as tall and thin as they can.

## The Cone Game

Place some small round cones on the floor if possible enough for one per child. Turn half the cones upside down in a random way. Split the class into two teams. One team are the upside down team and the other the right way up. When you say go the children have to try to turn over as many cones to complement their team as possible. When you say stop count how many cones are turned over. The team with the most cones turned their way wins.

## Fruit Salad

Ask the children to stand in a circle. Most children may already know this game. Move round the circle naming the children apple, pear, banana and orange. Stand in the middle of the circle to be the caller. When you say a fruit all those children have to swap places. You take one of their seats. The child who does not reach a seat is now the caller. When you say fruit salad all the children must swap seats.

# **Movement & Dance for Key Stage 2**

## **Medium Term Plan Dance Programme Year 3**

**Subject Area:** Physical Education

**Year Group:** KS2 Year 3

**Title of work:** Machines

**Key learning question for pupils:** What kind of movements do machines make?

What do you think the machine is making?

Is the machine working well or is there something wrong with it?

**Key Vocabulary for children:** Movement, feeling, cogs, make, sharp, speed, action, repetition, partner, size, weight

**Key aims of medium term plan:** Children to explore the use of movement to music using a variety of different actions.

## Movement & Dance for Key Stage 2 – Machines Yr 3 - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 1	Children improve their actions and movement in keeping with the topic given by the teacher.	Perform actions and skills with more consistent control and quality.	Children to work in pairs. Ask them to find space tell them that this music is based upon machines. Play the first two quarters, one child moves the other child without touching them using sharp movements. They then swap for the second half.	Large space enabling children to move freely.	Machine CD, PE kits, CD player.	Explain that children have to be careful when moving near other children – this is non-contact.	Product – Are the children able to work as a team using improvisation? Observation – As a team are children improving and building upon actions?	Some children may need encouragement when being spontaneous without planning.	
Week 2	Children to work in groups to produce a piece for performance.	Identify what makes a performance effective.  Suggest improvements based on this information	Children work in pairs. Explain they are going to be a conveyer belt in their two's. After all four sections have been practised the children evaluate themselves.	Large space in which children can move safely.	Machines CD, PE kits, CD player.	Explain that children have to be careful when moving around the room.	Product – Are the children able to adapt their movements to the music? Observation – Are the children able to give constructive criticism and explain why?	Some children when criticising constructively may need support to be positive.	
Week 3	Children to adapt their movements to accommodate the music and to think about machines from 50 years ago.	Create and perform dances using a range of movement patterns, including those from different times, places and cultures.	Children to work individually. They are a piece of farm machinery from 50 years ago just being used again for the first time. Bit works and bits are rusty. This is in three parts. After each part they join with another child to ask for improvements.	Large space enabling children to move freely.	Machines CD, PE kits, CD player.	Explain that children have to be careful when around the hall. Awareness of space is a must.	Product – Are the children able to adapt their movements appropriately? Observation – Can the children discuss and explain what they are doing when?	Some children may need prompts when thinking of a suitable machine.	

## Movement & Dance for Key Stage 1– Machines - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 4	Children to work in groups to produce piece for performance.	Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness	Re-run the work the children did last week. In pairs the children work with one another improving each others skills, discussing each part and why they do what where.	Large space in which children can move safely.	Machines CD, PE kits, CD player	Explain that children have to be careful when moving around the room	Product – Is there a clear improvement in final piece of movement? Observation – Are the children able to focus in upon specific thoughts and ideas?	Some children when criticising constructively may need support to be positive.	
Week 5	Children adapt their actions and movement in keeping with the activity given by the teacher.	Apply different rules and conventions for different activities.	Split class into four groups. They are all toys that have come to life in the factory. Give each group the name of a party game such as pass the parcel. When you say change they dance with a partner to the next party game.	Large space enabling children to move freely.	Machine CD, PE kits, CD player. Paper x 4, marker pen.	Explain that children have to be careful when around the hall. Awareness of space is a must.	Observation – Are the children thinking of things such as size, weight and interaction of each game? Product – are children able to move in a varied way to each area?	Some children may need prompts when moving from one place to the next.	
Week 6	Children to work in groups to produce piece for performance.	Identify what makes a performance effective.	In pairs children listen to the piece of music on track and design a piece using the prompt 'a well oiled machine'. This is then performed to another pair.	Large space in which children can move safely.	Machines CD, PE kits, CD player	Explain that children have to be careful when moving around room.	Product – Is there a clear beginning middle and end? Observation – are the children looking at what would make a good performance piece?	Some children may need to be reminded that they are designing this to show to others and so must be clear where it finishes and where the audience will be.	



# **Machines Yr 3 Lesson Plan 1**

## **Link with programme of Study**

Perform actions and skills with more control and quality.

## **Learning Objective**

Children improve their actions and movement in keeping with the topic given by the teacher.

## **Assessment**

Product – Are the children able to work as a team using improvisation?

Observation – As a team are children improving and building upon actions?

## **Vocabulary**

Machine, move, sharp, non-contact, flow, mechanical

## **Resources**

Machines CD, PE kit, CD player

# **Machines Yr 3 Lesson Plan 1**

## **Warm up activity**

### **Introduction (15minutes approx)**

Discuss machinery – how do the children think it will move? Explain to the children that they will be working in pairs. One will be the machine the other the mover. They stand facing each other and as one child moves the other mirrors their movements. Demonstrate using a volunteer.

Play the first quarter of the music on the machinery CD, track one. Individually allow the children to get used to the music and the jerky movements it produces. Label children A and B. Ask A's to think of a theme to go with the music, for example, a machine which makes cars or a robot. This will help give them a focus.

### **Main (25 minutes approx)**

In pairs ask the children to find a space. Play the first half of the track asking child B to mirror child A's movements. Play the second half of the track, individually ask the children to move to it thinking of what machinery it reminds them of. Then the pairs swap over so B is leading. Can child A guess what machine they are thinking of?

### **Plenary (10 minutes approx)**

Allow any child who wishes to show their piece to do so. Did any of the children guess what machine their partner had in mind?

## **Cool down activity**

# **Movement & Dance for Key Stage 2**

## **Medium Term Plan Dance Programme Year 5**

<b>Subject Area:</b>	<b>Physical Education</b>
<b>Year Group:</b>	<b>KS2 Year 5</b>
<b>Title of work:</b>	<b>Space Travel</b>
<b>Key learning question for pupils:</b>	Can you imagine what you are doing?  What can you see?  What level are you working on (high, low)?  Are you working as an individual or as a team?
<b>Key Vocabulary for children:</b>	Stretch, high, low, floor, sky, light, heavy, moon boots, walk, gravity, jump
<b>Key aims of medium term plan:</b>	Children to explore an experience through the use of music and sound

## Movement & Dance for Key Stage 2 – Space Travel Yr 5 - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 1	Children to work individually and as a group to demonstrate the building of a rocket.	Pupils should be taught to include variations in level, speed and direction in their sequences.	Explain that the children are going to build a rocket to go to space. Track one can be split into three. Firstly the building of the rocket (individual work). The second section is the children helping each other in teams to fasten the parts into place and finally fuelling the engine and final checks.	Large space in which the children can work independently of one another and have room to manoeuvre.	Space Travel CD, PE kits, CD player, picture of a rocket.	When working as individuals and as a team children need to be aware of space around them.	Product: Are children able to work on various levels when building a rocket, eg. reach up high? Observation: Are the children to work comfortably both as a member of a team and as an individual?	Children may need visual aid to depict a rocket in their imagination.	
Week 2	Children to use a range of mime activities to show knowledge of getting fit. Using variation of speed, direction and activity.	Pupils should be taught to use running, jumping and throwing skills both singly and in combination.	Children to do training to become astronauts. Through initial demonstration encourage to run on the spot, jump, roll on mats and pretend to throw a ball. Then children move onto preparing for moon suits.	Large space in which the children can work independently of one another and have room to manoeuvre.	Space travel CD, PE kits, CD player, picture of a gym and space suit	When working as individuals and as a team children need to be aware of space around them.	Observation: Are children able to follow your gestures as instructions? Discussion: Are children able to explain what they have done?	Children may need assistance when following instructions.	
Week 3	Children to work independently to create a movement that is similar to what they would imagine would be used in space.	Pupils should be taught to create and perform movement patterns, including those from different times, places and cultures.	This lesson is purely independent work. Ask the children to close their eyes and imagine they are on a mystery planet in space. As the music plays children move around exploring their new world.	Large space in which children can work independently of one another and have room to manoeuvre.	Space travel CD, PE kits, CD player.	Children need the room to move around whilst being aware of others.	Product: Are children able to reproduce another world and demonstrate it through movement? Discussion: Can the children tell you what they found there?	To support and aid the children where necessary.	

## Movement & Dance for Key Stage 2 – Space Travel Yr 5 - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 4	Children to use monster masks as a stimulus to produce the movements of a space monster.	Responding to a range of stimuli and accompaniment.	Using pre-made masks the children are to go hunting as their own space monster. Whether their monster is a herbivore or carnivore, they use the music to prompt the gathering of food.	Large space in which the children can work independently of one another and have room to manoeuvre.	Space travel CD, PE kits, monster masks, CD player.	When working as individuals and as a team children need to be aware of the space around them.	Discussion: Can the children pre-empt the type of moves and actions their monsters make? Product: Are these actions apparent in their movement to music?	Children may need reminding about others space.	
Week 5	Children to move around the given space using a variety of balance, jump, and movement skills	Pupils should be taught to consolidate their existing skills and gain new ones.	Children are all an individual rocket in an asteroid storm. They have to use a range of skills to avoid the asteroid. Every time they approach a new one they have to use a different move to dodge it.	Large space in which the children can work independently of one another and have room to manoeuvre	Space travel CD, PE kits, CD player	Children need the room to move around whilst being aware of others.	Product: Can children use a good variety of skills to move around the room? Discussion: Can children describe and reproduce these moves when asked?	To support and aid the children where necessary.	
Week 6	Children to reproduce chosen snippets of work as done over the previous 5 weeks, and demonstrate them with increasing skill.	Pupils should be taught to perform actions and skills with more consistent control and quality.	Children to be landing back on earth to be meted by family and friends. Each child goes to greet one person and tells them through movement what has been happening. Children to concentrate on using clear action to depict	Large space in which the children can work independently of one another and have room to manoeuvre.	Space travel CD, PE kits, CD player	When working as individuals and as a team children need to be aware of the space around them.	Product; Are children using a range of movements of good planned control? Discussion: Can children tell you what they showed their watcher?	Children may need reminding about others space.	



# Space Travel Yr 5 Lesson Plan 1

## Link with programme of Study

Pupils should be taught to include variations in level, speed and direction in their sequence

## Learning Objective

Children to work individually and as a group to demonstrate the building of a rocket.

## Assessment

Product: Are children able to work on various levels when building rocket, eg. reach up high?

## Vocabulary

Reach, high, low, fasten, bang, independent, team, mend, check

## Resources

Space travel CD – track one, PE kit, CD player

# Space Travel Yr 5 Lesson Plan 1

## Warm up activity

### Introduction (15minutes approx)

Discuss rockets with children – what do they look like? Are they tall, flat? What are they designed to do? What are they made out of? Is this material heavy, light?

### Main (25 minutes approx)

Explain to children they are going to hear a piece of music, which they will be building a rocket to. This piece will be broken down into three parts. Explain the first part is when they will be working alone. Ask them to close their eyes and picture what their rocket will look like – is it tall? short? What does it feel like to touch?

Now ask them to open their eyes and to go and find a space. Play the first part of track one until the music changes tempo. Individually encourage children to build their rocket say you want to see the materials and where they are being used. Encourage various levels work.

The next part is where they enlist the help of a partner to help fasten on the parts of their rocket which were too heavy/large to fasten on. The final piece of the track can be individual or team work depending on which the group are most comfortable with. This is the part where the children must fuel the engine and do the final checks. Remind them their rocket is going to space and so they need to check it is stuck together and strong enough to go up.

### Plenary (10 minutes approx)

Allow any children who wish to show their piece to the class to do so.

## Cool down activity

# **Movement & Dance for Key Stage 2**

## **Medium Term Plan Dance Programme Year 6**

Medium Term Plan

Title of work: Key learning question for pupils:

Subject Area:

Key aims of medium term plan:

**Subject Area:**

**Physical Education**

**Year Group:**

**KS2 Year 4**

**Title of work:**

**Celebrations**

**Key learning question for pupils:**

What role does music have in Celebrations?

What does the music signify for them?

What mood do the children think the music is depicting?

How does the music make you feel?

**Key Vocabulary for children:**

Movement, mood, celebrate, move, party, signify, represent, story, feeling.

**Key aims of medium term plan:**

To explore various celebrations and their meaning through dance and movement studies.

## Movement & Dance for Key Stage 1– Celebrations Yr 6 - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 1	Children to look at an achievement in their lives and to use movement to depict the celebration and the journey to achieving it.	Pupils should be taught to develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.	Brain storm what things happen at an ‘achievement party’ e.g. winning the gold medal for swimming. Through movement children show the celebration – receiving the medal. Flash back – children show through movement the effort taken to reach the celebration. After the award is given congratulating one another. Flash back to a time when the going was hard.	Large space enabling children to move freely.	CD Player P.E. Kits	Explain that children have to be careful when around the hall. Awareness of space is a must.	Observation – Are children able to place their ideas of a celebration into movement? Discussion – Are children able to recognise that to reach an achievement they often have to work for it?		
Week 2	Children to celebrate others achievements. Using movement to depict their memory.	Pupils should be taught to include variations in levels, speed and direction in their sequence.	Children to listen to whole track. Tell them it symbolises others achievements e.g. remembrance day. Individually children move to the music showing what it means to them. Tell them they can use an imaginary object e.g. a shape of a ball to move with showing their feelings.	Large space enabling children to move freely.	CD Player P.E. Kits	Explain that children have to be careful when around the hall. Awareness of space is a must.	Observation – Are children able to show another persons story through movement? Discussion – Are children able to understand why we celebrate others lives and what they have done for us.		
Week 3	Children to show awards and honours given from various cultures around the world.	Pupils should be taught to create and perform dances using a range of movement patterns, including those from different times, places and cultures.	In groups of three children show a short movement piece for each of the eleven sections. Each piece showing an honour given in different cultures. What is the honour they are showing. Have the children any experience of them?	Large space enabling children to move freely.	CD Player P.E. Kits Books and artefacts from various cultures and religions.	Explain that children have to be careful when around the hall. Awareness of space is a must. Be aware of different ethnic groups within the class.	Questioning – Are children able to discuss various celebrations from around the world e.g. Buddhism – receiving a bowl as a monk. Observation – are children able to show other cultures sensibly and realistically.		

## Movement & Dance for Key Stage 1– Machines - Medium Term Plan

Week of plan	Learning Outcomes	Link with Programme of Study	Task/ Activities	Classroom Environment	Resources	Safety Issues	Assessment	Support – Additional Staff	Ongoing modification to plan as put into practice
Week 4	Children to show their reflection of a journey made by someone from another culture. Then to show this through movement in groups of four.	Pupils to respond to a range of stimuli and accompaniment.	Discuss the feelings behind parents sending their young children from the age of seven to Buddhist monasteries to become monks. Show the children's and the adults feelings towards this through movement. Showing excitement and reflection on what is happening.	Large space enabling children to move freely.	CD Player P.E. Kits Books and artefacts from the Buddhist community abroad.	Explain that children have to be careful when around the hall. Awareness of space is a must.	Observation – Are children able to show another persons story through movement? Discussion – Are children able to reflect upon another person's life and depict their feelings?		
Week 5	Children to use movement and mime to set up a space for a great banquet.	Pupils should be able to create and perform fluent sequences on the floor and using apparatus.	Preparing the hall for a dance. What jobs do the children think would need to be done? Children either independently or in small groups to set up hall using mime. Small apparatus also used to encourage varied level work.	Large space enabling children to move freely.	Celebrations CD. P.E kits. Tape player. Small apparatus – horses and mats, beams.	Putting out apparatus. Moving around hall in stylised fashion children need to be safe on equipment.	Observation – Are children able to move around apparatus using it effectively and safely? Discussion – Are children able to explain what they are doing and why?		
Week 6	Children to design own class dance to celebrate their beliefs and achievements.	Pupils should be taught to identify what makes a performance effective. Pupils should be taught to suggest improvements based on this information.	Children to discuss how in many cultures music and dance show important things about them. Children to design own celebration dance of their classroom. Could be shown in sharing assembly.	Large space in which children can move safely.	Celebrations tape. P.E kits. Tape player.	Explain that children have to be careful when moving around room.	Observation – Are children able to show their celebration through movement? Discussion – Are children able to reflect upon the importance of celebration?		

# **Celebrations Yr 6 Lesson Plan 1**

## **Link with programme of Study**

Pupils should be taught to develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.

## **Learning Objective**

Children to look at an achievement in their lives and to use movement to depict the celebration and the journey to achieving it.

## **Assessment**

Assessment: Product – Are the children able to adapt their movements appropriately?

Observation – Can the children discuss and explain what they are doing when?

## **Vocabulary**

Time shift, celebrate, fail, overcome, symbolise.

## **Resources**

Celebrations tape; P.E Kit; Tape Player;

# **Celebrations Yr 6 Lesson Plan 1**

## **Warm up activity**

### **Introduction (10minutes approx)**

Discuss celebrations with the children. Talk about receiving awards, have any of the class ever been presented with an award. How do they feel, look? Smart; feel excited and happy. Say this can be shown in the ways in which we move etc.

### **Main (20 minutes approx)**

The children move to the first section of track one. Their body language should be light and they should use facial expression to show feeling. They could each move up to the front of the class to receive an award. Tell them you want them to think of an award that they will receive.

Discuss an award you have received say that you really struggled sometimes when working towards it. Ask children to think when they really struggled. How did they feel when they worked for it? Play second part of track one. Children to show their struggle. Can you tell what their award was for?

Part three on track one. Back to the celebrations – congratulating each other. Children show 'winning moment' through movement to their friends.

Part four on track one. Children show each other some of the struggle to gaining their award.

### **Plenary (10 minutes approx)**

Allow any children who wish to show their piece to the class to do so.

## **Cool down activity**