

## Expressive Arts and Design: Dance/Role Play

### Intent

In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them



### Implementation

Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.

Dance sessions are delivered focusing on dance knowledge and skills. We recognise the direct link between Dance and Physical Development and use the discreet sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements. We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to a stage, instruments, recorded music, costumes, puppets and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances. We recognise and use the links between Dance/Role Play and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances. Children learn songs for the production of year group Nativity performances. FS1 use bespoke production by Lisa Cutler and FS2 use Out of the Ark music.

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

#### Skills 2-3 years

##### Dance

- Respond emotionally and physically to music when it changes
- Move and dance to music
  - Perform a dance at the Ugly Bug Ball, sometimes copying actions

##### Role play

- Start to develop pretend play, pretending that one object represents another, e.g. child holds a wooden block to her ear and pretends it's a phone.
- Role plays to include:
- Home corner

#### Skills 3-4 years

##### Dance

- Begin to learn short dance routines :
  - Perform an African dance
  - Work in a group to perform a Chinese Lion Dance
- Sing a rap song with actions – Humpty Dumpty

##### Role play

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

#### Skills 4-5 years

##### Dance

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups

##### Role play

- Develop storylines in their pretend play
  - Adapt and use familiar narratives and experiences
  - Use props to support role play

- Farm
- Ice Castle

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings/a park

### Impact

By the end of Foundation Stage children will be able to:

- Transfer my weight from one body part to another
- Balance
- Cross the midline
- Join and sequence different moments
- Perform
- Express my imagination and creativity
- Share and talk about my movements
- Negotiate space
- Move their body in different ways and in different directions
- Move in time to music
- Use props and materials in their role play
- Develop storylines from their imagination and own experiences

### Early Learning Goals

#### Creating with Materials

Children at the expected level of development will:

- Make use of props and materials when role playing characters in narratives and stories.

#### Physical development (Gross Motor Skills)

Children at the expected level of development will:

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Links to Key Stage One Curriculum

Children should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns