

TEACH.DANCE

For Teachers, By Teachers

Waltz-Based Movement – KS2 Progression

KS2 Ballroom Dance – Lesson Plan

LESSON OVERVIEW

Subject	PE / Dance
Key Stage / Year Group	KS2 (Years 3–4 primarily; adaptable for Years 5–6)
Dance Style	Ballroom – Waltz (progressive)
Lesson Theme	Waltz-Based Movement – Posture, Partner Awareness & Musical Phrasing
Duration	35–40 minutes (7 sections)
Resources Required	Teach.Dance KS2 video lesson series Screen / projector with audio Clear open floor space (hall or large classroom) No specialist equipment needed
Grouping	Whole class; individual → paired → small group
Prior Learning	KS1 Royal Ballroom Adventure (or equivalent introductory dance experience)
Approach	Imaginative → Structured → Expressive

KS1 → KS2 PROGRESSION – KEY SHIFTS

This lesson builds directly from the KS1 Royal Ballroom Adventure. The table below summarises what changes at KS2:

KS1 (Foundation)	KS2 (Progression)
Story leads everything	Story supports learning – imagery used to reinforce technique
Imaginary partners (golden ribbon)	Real partner work with light contact or hand connection
Simple step patterns	Recognisable dance phrases with direction and turning
Individual focus	Shared responsibility – matching timing, pace, and space
Free timing	Musical phrasing – internal rhythm and counting

Note: Still no heavy technical language. The goal is to introduce structure, not stress.

NATIONAL CURRICULUM LINKS

PE (Dance) – Key Stage 2

- Perform dances using a range of movement patterns (NC KS2 Dance)

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement
- Take part in outdoor and adventurous activity challenges both individually and within a team

Cross-Curricular Links

Subject	Curriculum Connection
History	A study of an aspect of history beyond 1066 – the waltz as a dance that travelled across Europe; social and cultural history of ballroom dance
Music	Appreciate and understand a wide range of music; identify 3/4 time signature; understand musical phrasing and dynamics
PSHE / RSE	Respectful relationships; communication and active listening; consent, boundaries, and personal space; teamwork and shared responsibility
English	Articulate and justify answers; give well-structured descriptions and explanations; use evaluative language to reflect on performance
Geography	Locate European countries – the waltz’s journey from Vienna across Europe

KEY LEARNING OUTCOMES

By the end of this lesson, pupils will be able to:

- Demonstrate correct posture and alignment while travelling with control
- Perform a structured waltz movement phrase: side → together → forward, with a gentle turn
- Move in time to 3/4 waltz music, maintaining internal rhythm without external cues
- Work cooperatively with a partner, matching steps, timing, and spatial awareness
- Create and perform a short expressive waltz moment communicating a chosen emotion
- Evaluate their own and others’ performance, identifying strengths and areas for improvement
- Demonstrate respect for personal space, consent, and communication in partner work

Key Vocabulary

Posture • Alignment • Waltz • Phrasing • Travelling • Control • Flow • Frame • Partner • Direction • Expression • Dynamics

ASSESSMENT CRITERIA

Working Towards	Expected	Greater Depth
Copies some of the movement phrase with support Attempts to maintain posture while stationary Begins to move to the beat with external cues Works alongside a partner but struggles to match timing Attempts a creative task with limited expression	Performs the full movement phrase from memory Maintains posture and alignment while travelling Moves in time to waltz music independently Works cooperatively with a partner, matching steps and pace Creates a short waltz moment showing a clear emotion Uses simple evaluative language to reflect on performance	Performs with flow, control, expression, and musicality Adapts movements with confidence and creativity Maintains internal rhythm without any external support Leads and follows in partner work with sensitivity Creates and performs an extended phrase with clear dynamics Evaluates performance with specific, constructive feedback

LESSON STRUCTURE – ACTIVITY BREAKDOWN

Section 1 – Welcome & Curriculum Context (3 minutes)

Time	Activity	Description	Teacher Notes
3 min	Watch & Listen	<p>Presenter introduces the waltz as a dance that travelled across Europe.</p> <p>Clear learning intentions shared:</p> <ul style="list-style-type: none"> – Move smoothly in time – Work respectfully with a partner – Use posture and control to travel <p>Shorter story element than KS1 – context, not narrative.</p>	<p>Highlight progression from KS1: “Remember the Royal Ballroom?”</p> <p>Link to music: “The waltz has 3 beats – can you remember?”</p> <p>Share learning intentions on board if possible.</p>

Section 2 – Warm-Up: Posture & Control (6 minutes)

Time	Activity	Description	Teacher Notes
6 min	Posture & Controlled Travel	<p>Walking with head and shoulders aligned.</p> <p>Rise and lower through feet (no terminology – just “tall and soft”).</p> <p>Arm carriage: “strong frame, soft arms.”</p> <p>Imagery: “Invisible string lifting your head.”</p> <p>Emphasis: “Gliding, not stomping.”</p> <p>Travelling in different directions around the space.</p>	<p>Focus on alignment and control, not speed.</p> <p>Model alongside the video.</p> <p>Observe posture quality – early assessment opportunity.</p> <p>SEND: allow stationary work or reduced space.</p>

Section 3 – Rhythm & Musicality Game (5 minutes)

Time	Activity	Description	Teacher Notes
5 min	Waltz Pulse Challenge	<p>Step–step–together pattern revisited from KS1.</p> <p>Move only on the strong beat (beat 1).</p> <p>Freeze on silent counts.</p> <p>Progression: children count quietly in their heads.</p> <p>Teacher gradually removes clapping support.</p> <p>Skill focus: developing internal rhythm.</p>	<p>Start with external clapping, then fade it out.</p> <p>Challenge: “Can you keep the beat going in your head?”</p> <p>SEND: maintain clapping support; use a drum or tambourine.</p> <p>Extension: ask pupils to identify the strong beat.</p>

Section 4 – Main Dance Phrase: Structured Movement (10–12 minutes)

Time	Activity	Description	Teacher Notes
10–12 min	Waltz Travelling Phrase	<p>Core movement content:</p> <ul style="list-style-type: none"> – Side → together → forward – Gentle turn across space – Directional travel (changing facing) <p>Teaching method:</p> <ol style="list-style-type: none"> 1. Demonstrate full phrase 	<p>This is the core learning – spend time here.</p> <p>Repeat the video section as many times as needed.</p> <p>Encourage flow over accuracy at first.</p>

		2. Break into sections 3. Repeat with music 4. Emphasise smoothness and flow Imagery: “Painting long lines on the floor.” “Moving like water, not robots.”	Key assessment point: posture, rhythm, travel. Challenge: extend the phrase or add a second turn. SEND: simplify to side-together only.
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Section 5 – Partner Work: Responsibility & Trust (7–8 minutes)

Time	Activity	Description	Teacher Notes
7–8 min	Partner Waltz	Side-by-side first (as in KS1). Progress to light contact or hand connection. Focus on: – Matching steps – Matching timing – Respecting space Rules: partners agree pace; stop if uncomfortable; swap roles.	Reinforce consent: “Check your partner is comfortable.” Children may dance alone if preferred – no penalty. PSHE link: communication, consent, teamwork. SEND: pair with adult or confident peer. Extension: one partner leads, then swap.

Section 6 – Creative Task: Expression & Ownership (5 minutes)

Time	Activity	Description	Teacher Notes
5 min	Waltz Moment – Emotion	Task: Create a short waltz moment showing one emotion: – Joy – Calm – Pride Must include: ✓ One travelling step ✓ One turn ✓ Clear posture Pairs or small groups perform to each other.	Encourage creative ownership – no single right answer. Observe for expression and dynamics. PSHE link: emotions, self-expression. Assessment: note creative choices and performance quality. Extension: combine two emotions in one phrase.

Section 7 – Cool Down & Reflection (4–5 minutes)

Time	Activity	Description	Teacher Notes
4–5 min	Cool Down & Plenary	Slow walking around the space. Shoulder and spine release stretches. Deep breathing to lower heart rate. Reflection prompts: – “What helped you stay in time?” – “What made partner work successful?”	Use as a key reflection and assessment moment. Encourage evaluative language: “I improved my...” PSHE link: self-awareness, empathy.

		Ask children to give one piece of feedback to their partner.
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INCLUSION, SEND & DIFFERENTIATION

Area	Strategies
SEND Support	Maintain clapping or drum support for rhythm throughout if needed Simplify movement phrase to side-together only Pair with a supportive adult or confident peer Allow stationary work or reduced travelling space Use visual demonstrations – minimal reliance on verbal instruction
EAL Learners	Visual demonstration remains central to the Teach.Dance model Imagery-based cues support comprehension across languages Key vocabulary displayed visually with simple illustrations Buddy system with English-speaking peers
Greater Depth	Extend the movement phrase with additional turns or directional changes Lead a small group through the sequence Combine two emotions in the creative task Provide specific, constructive peer feedback using evaluative language Explore partner roles: leading and following
Emotional / Behavioural	Clear video modelling provides structure and predictability Gradual progression from individual to partner work reduces anxiety Children may opt out of partner work or creative performance without penalty Cool-down includes breathing and emotional reflection to support regulation

SAFEGUARDING & WELL-BEING CONSIDERATIONS

- Consent is central: children choose their own partner and may dance alone at any point
- Partner work progresses gradually: side-by-side first, then light contact only with agreement
- Rule explicitly taught: “Stop if uncomfortable” – no child should feel pressured
- Inclusive language throughout – no gendered pairing expectations
- Teacher should monitor spacing and intervene if any child is uncomfortable
- Cool-down includes breathing and emotional reflection to support self-regulation
- Any child who does not wish to participate should be offered an observation and evaluation role
- Swapping partner roles ensures equal agency and prevents power imbalances

TEACHER PREPARATION CHECKLIST

- Preview all video sections before the lesson
- Set up screen/projector with working audio in the hall or classroom
- Clear the floor space of obstacles; ensure adequate room for travelling and turning
- Display key vocabulary and learning intentions visibly
- Brief any teaching assistants: modelling, supporting SEND pupils, monitoring partner work
- Consider pairing strategies in advance (random, friendship, mixed ability)
- Have water available for children after physical activity
- If this is the first KS2 ballroom lesson, briefly revisit KS1 concepts verbally before starting

PLENARY & REFLECTION QUESTIONS

Use these questions during the cool-down or at the end of the lesson:

- What helped you stay in time with the music?
- What made your partner work successful today?
- Can you describe the movement phrase we learned? (side → together → forward)
- Which emotion did you choose for your waltz moment, and how did you show it?
- What would you improve if you performed this again?
- How is this lesson different from what we did in KS1?
- Can you give your partner one specific piece of positive feedback?

PROGRESSION ACROSS KS2

Years 3–4

- Structured movement phrases with basic partner awareness
- Musical timing with gradual removal of external cues
- Introduction to real partner work (side-by-side progressing to hand connection)
- Creative tasks with simple emotional expression

Years 5–6

- Clear, extended dance phrases performed from memory
- Defined partner roles: leading and following with sensitivity
- Controlled turns and directional changes within the phrase
- Performance quality: expression, dynamics, and audience awareness
- Self and peer evaluation using specific dance vocabulary

Transition to KS3 & Beyond

By the end of KS2, pupils will have the foundation to:

- Understand posture, alignment, and controlled travelling
- Work confidently and respectfully with a partner
- Move smoothly in time to music with internal rhythm
- Transition into formal ballroom technique (waltz, quickstep) or other partnered dance styles
- Perform to an audience with expression and confidence

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