Knowledge Organiser: Dance Y2

Get Set 4 P.E.

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns

Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination

Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

- counts
- action
- travel
- shape
- direction
- speed
- level
- space
- balance
- timing
- mirror
- pathway

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Dynamics: How an action is performed e.g. quickly, slowly, gently.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Mirroring: Reflecting the movements of another person as if they are a mirror image.

Where this unit sits

Assessment Criteria

Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

Progression of Skills Ladder

Actions Create actions in response to a stimulus individually and in groups.	**Dynamics** Use dynamics effectively to express an idea.	**Year 3**	**Space** Use directions to transition between formations.	**Relationships** Develop an understanding of formations.	**Performance** Perform short, self-choreographed phrases showing and awareness of timing.
Actions Accurately remember, repeat and link actions to express an idea.	**Dynamics** Develop an understanding of dynamics.	**Year 2**	**Space** Develop the use of pathways and travelling actions to include levels.	**Relationships** Explore working with a partner using unison, matching and mirroring.	**Performance** Develop the use of facial expressions in their performance.
Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.	**Dynamics** Explore varying speeds to represent an idea.	**Year 1**	**Space** Explore pathways within their performances.	**Relationships** Begin to explore actions and pathways with a partner.	**Performance** Begin to use counts within their performance.