

# Knowledge Organiser: Dance Y3

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.



## Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



## Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

## 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:

Encourage pupils to use this language in your lessons.

- Unison
- Explore
- Create
- Feedback
- Perform
- Timing
- Levels
- Flow
- Dynamics
- Expression
- Actions

## 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.
- Level:** High, medium and low.
- Pathway:** Designs traced in space (on the floor or in the air).
- Unison:** Two or more dancers performing the same movement at the same time.
- Canon:** Performing movements one after the other.
- Formation:** where dancers are in relation to each other.
- Dynamics:** How a movement is performed e.g. robotically, softly.

# Where this unit sits



## Assessment Criteria

### 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 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.
- I understand the benefits of exercise.

### Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

## Progression of Skills Ladder

<p><b>Actions</b> Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p><b>Dynamics</b> Change dynamics confidently within a performance to express changes in character.</p>	<p><b>Year 4</b></p>	<p><b>Space</b> Confidently use changes in level, direction and pathway.</p>	<p><b>Relationships</b> Use action and reaction to represent an idea.</p>	<p><b>Performance</b> Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
<p><b>Actions</b> Create actions in response to a stimulus individually and in groups.</p>	<p><b>Dynamics</b> Use dynamics effectively to express an idea.</p>	<p><b>Year 3</b></p>	<p><b>Space</b> Use directions to transition between formations.</p>	<p><b>Relationships</b> Develop an understanding of formations.</p>	<p><b>Performance</b> Perform short, self-choreographed phrases showing and awareness of timing.</p>
<p><b>Actions</b> Accurately remember, repeat and link actions to express an idea.</p>	<p><b>Dynamics</b> Develop an understanding of dynamics.</p>	<p><b>Year 2</b></p>	<p><b>Space</b> Develop the use of pathways and travelling actions to include levels.</p>	<p><b>Relationships</b> Explore working with a partner using unison, matching and mirroring.</p>	<p><b>Performance</b> Develop the use of facial expressions in their performance.</p>