

P.E.

Year 4 – Dance



About this Unit

This unit is inspired by lots of different themes. The two themes that you will be learning dance routines for are Carnival and The Twist.

Knowledge & Skills

Knowledge:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea. Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea. Space can be used to express a certain character, mood or idea. Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Skills:

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 choose actions and dynamics to convey a character or idea.

I can copy and remember set choreography.

Golden Threads

Motor competence

- actions
- dynamics
- space
- relationships

Healthy participation

How will this unit help your body?

Balance, co-ordination and flexibility

Rules, strategies and & tactics

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

YEAR 3

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 create short dance phrases that communicate the idea.

YEAR 4

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 choose actions and dynamics to convey a character or idea.

I can copy and remember set choreography.

YEAR 5

I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.

I can accurately copy and repeat set choreography.

I can use counts when choreographing to stay in time with others and the music.

I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.

YEAR 6

I can perform dances confidently and fluently with accuracy and good timing.

I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

I can choreograph a dance and work safely using a prop.

I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Key vocabulary

Action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Phrase: a short sequence of linked movements.

Relationship: the ways in which dancers interact; the connections between dancers.

Represent: to stand for something.

Rhythm: a strong, regular repeated pattern of movement.

Structure: the way in which a dance is ordered or organised.