

Caroline Haslett Primary School - PE

Topic: Dance

Year 4

Dance

Knowledge

- Know how to design their own movement phrases that respond to a stimuli or emotion
- Understand the similarities and differences between a range of dance movements e.g. unison, canon
- Have an understanding and an awareness of others
- Begin to understand how to evaluate short dance phrases

Vocabulary

- **Unison** - when all dancers performing the same movements at the same time
- **Canon** - a dance where one or some children perform their phrase, followed by another child or group. Similar to a Mexican wave – the movement get passed around from person to person. The movement could overlap or not.
- **Repetition** - repeating a movement or a phrase again.
- **Level** - the height in space at which a dancer moves (e.g. high, medium, low)
- **Floor Pathway** - a direction taken across the floor (zigzag, curved, straight, diagonal)

Activities

- Combine and link a small number of movement phrases
- Change their movements according to different stimuli
- Respond and react accordingly to their partner's/ group member's dance movements.
- Identify strengths and areas in which they could improve.

Skills

- Perform with co-ordination
- Demonstrate actions that link with fluency and accuracy
- Create their own ideas and movement phrases
- Begin to combine movement phrases
- Begin to respond within a small group to speed and level

In Unison

