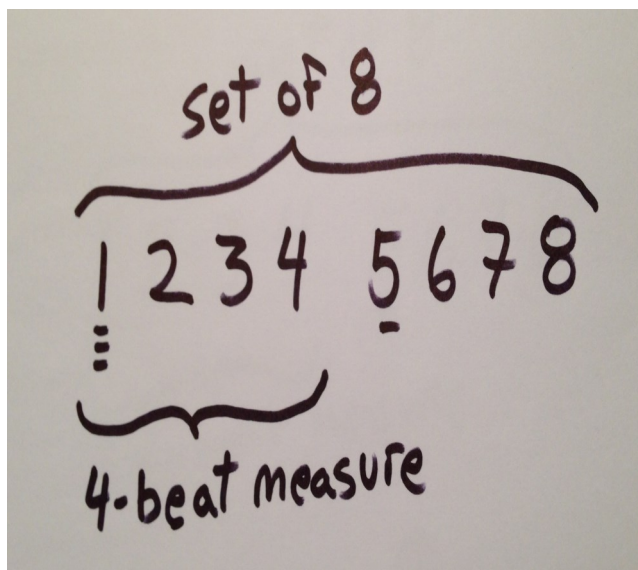


Key Learning and Vocabulary—Dance KS1 PE



There are 8 beats in a bar and children will be able to clap and count along with the music, counting in 8's. This is encouraging their timing, try this exercise with different tempos.

Corrections

Children will be able to identify corrections given by the teacher in relation to basic actions such as:

- Jumping higher
- Landing with bent knees
- Stretching arms more
- Pointing toes
- Remembering what comes next



Children will be able to create a simple dance phrase using some of these basic actions.

Feedback

Children will be able to feedback to others on their performance referencing to the following:

- What they liked about the performance making reference to certain parts
- What they did well
- It would be even better if...
- How many moves did they remember

Key Learning and Vocabulary—Dance LKS2



SPACE → WHERE

OVER
UNDER
CLOSED
OPEN
UP STAGE
DOWN STAGE
ISOLATED

CIRCULAR
—LINEAR—
CLUSTER
CLUSTER CLUSTER
CLUSTER
PERSONAL SPACE
FORMATIONS
EXTENDED
HIGH
LOW

RELATIONSHIPS → WITH WHO

SOLO unison confrontational
close proximity duet
1 v 3 small groups
big groups distant canon
face to face mirroring 2 v 2
cluster opposite side of stage

Children can use Space and Relationships when performing and composing dance sequences. For a 32 count dance phrase, at least one use of space and one use of relationship should be included. Contact work and spatial awareness are key components and should be encouraged to develop dance skills further.

When You Exercise Remember To

Warm-Up & Cool Down



Safe Dance Practice

Children will be able to talk about warming up and cooling down using basic explanations. They will also be able to demonstrate some strength and stamina within their performance and be able to talk about this and why it is important :

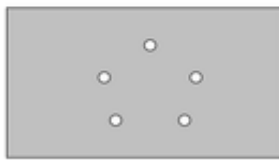
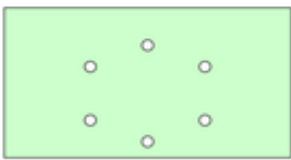
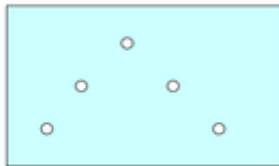
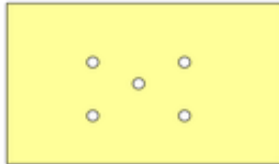
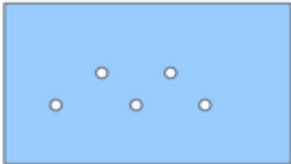
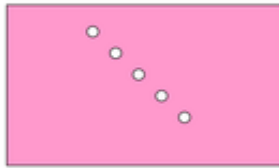
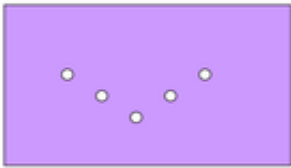
- Strength—using strength helps to stop dancers from looking lazy. Strong movements can make the dance look cleaner.
- Stamina—How long you can perform a sequence for without looking or feeling tired.

Corrections & Feedback

Children will be able to correct themselves and others using constructive comments, for example:

- Identifying a certain aspect of the performance which they like and then explaining how they could use it to develop—“I really liked the way they used their bodies to show the motion of the sea, I could use this in another section as it worked really well.
- Can analyse improvements and suggest other areas of development for themselves and others—“I have improved the strength in my arms by making sure I stretch all the way to the ends of my finger tips. I keep forgetting what comes next after this movement so I need to practice to make sure I remember.

DANCE FORMATIONS



Transitions

A series of phrases will be able to be performed using a range of dance formations and patterns using smooth transitions. Transitions are the way a dancer/s moves from one formation into another using movements such as:

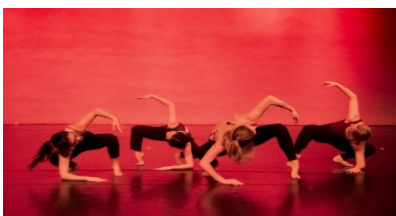
- Running
- Skipping
- Sliding
- Walking
- Jumping
- Leaping

Choreographic Devices

- A Choreographic Device is a method applied to a phrase that changes or develops the phrase.
- They help to develop a Motif (signature move) or add interest to a dance performance

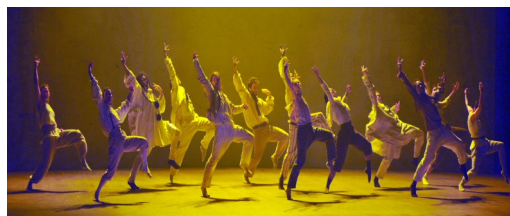


Motif



A movement or phrase that represents the style and/or meaning of a dance.

Unison



A section or movement that dancers perform at the same time.

Canon



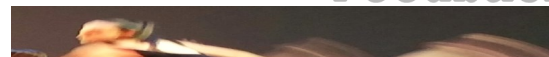
Adding on a movement one after another, like a Mexican wave.

Facial expression



Children will be able to tell stories by using different facial expressions. Instead of using words, dancers use their bodies, eye contact, and movement to express themselves. Children will be able to identify these expressions understand the intended impact on the audience.

Corrections & Feedback



IMPORTANCE OF FEEDBACK IN DANCE



When observing performances, children will be able to identify strengths and weaknesses and communicate their thoughts and feelings clearly for example—"I feel like my motif is really clear, but it could be used more to help communicate the idea to the audience. I felt that the other groups performance used unison and canon really well and it made the piece really interesting to watch.