

P.E.

Year 5 – 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 Ancient Maya and Dance by Chance.

Knowledge & Skills

Knowledge:

Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style. Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style. Space relates to where your body moves both on the floor and in the air. Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style

Skills:

- 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.

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

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

<p>YEAR 3</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can create short dance phrases that communicate the idea.</p>	<p>YEAR 4</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p>	<p>YEAR 5</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can accurately copy and repeat set choreography.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p>	<p>YEAR 6</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<h3>Key vocabulary</h3> <p>Choreograph: create a sequence of actions or movements.</p> <p>Choreography: the sequence of actions or movements.</p> <p>Collaborate: work jointly with others.</p> <p>Genre: a style.</p> <p>Motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance.</p> <p>Posture: the position someone holds their body in.</p> <p>Transition: moving from one action or position to another.</p>
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