

P.E.

Year 6 – 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 Stamp, Clap and Bhangra.

Knowledge & Skills

Knowledge:

Actions can be improved with consideration to extension, shape and recognition of intent. Remember what you are trying to tell the audience when choosing your actions. Selecting a variety of dynamics in your performance can help to take the audience on a journey through your dance idea. Combining space and relationships with a prop can help you to express your dance idea.

Skills:

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.

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

A leader can ensure your dance group performs together. Keep in character throughout your performance, it will help you to express an atmosphere or mood that can be interpreted by the audience.

<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>Aesthetic: how a performance or skill looks.</p> <p>Express: make suggestions.</p> <p>Freeze frame: when performers create an image without movement.</p> <p>Inspiration: to take ideas from.</p> <p>Mood: a state of feeling.</p> <p>Rehearse: to practise.</p> <p>Stimulus: something that creates ideas.</p>
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