

P.E.

Year 3 – 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 Superheroes and Line dancing.

Knowledge & Skills

Knowledge:

If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance

All actions can be performed differently to help to show effect.

Use space to help your dance to flow.

'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Skills:

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.

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 canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

<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>Canon: when performers complete the same action one after the other</p> <p>Explore: to try out and discover ideas</p> <p>Extend: to make longer</p> <p>Feedback: information given to make improvements</p> <p>Formation: where performers are in the space in relation to others</p> <p>Interact: to communicate with others</p>
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