

Knowledge Organiser - Dance Year 4

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This dance is inspired by a spy!

Counts 1-4:
Creep forwards lightly on your toes, looking from side to side.

Counts 5-8:
Stand with your feet shoulder width apart, bend your knees. Transfer weight from left to right, turning your head from left to right. Repeat other side.

Counts 1-4:
Step whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

Music and dance play a major role in the Rio de Janeiro Carnival.

States of Matter

solid	actions	dynamics	space	relationships
solid	kick, lunge, stamp, step, slide	strongly, heavily, robotically	same level, straight pathways	unison, side by side, in contact, matching
liquid	slide, wave, ripple, extend	smoothly, fluidly, gently, gracefully	curved pathways, varied directions	some performers in contact, canon
gas	spin, leap, roll, jump, kick	smoothly, gently, fluidly	varied directions, pathways, levels	random timing, not in contact, spaced

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Ladder Knowledge



Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Key Knowledge

Competent learner - Can demonstrate how to respond to a wider range of stimuli. Can perform a range of travelling, jumping, and turning actions with control. Can use level, direction and pathways, to develop themes and ideas. Consistently demonstrates improvements to their work showing confidence and creativity in dance. Demonstrates leadership qualities in the development of choreography.

Active & healthy learner - Describe why physical activity is good for health and wellbeing. Recognise and describe how their body feels during and after activities. Understand how to remain active for sustained periods of time.

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward

canon: when performers complete the same action one after the other

dynamics: how an action is performed e.g. quickly, slowly, gently

expression: actions or gestures used to share thoughts or feelings

flow: actions that move from one to another easily

formation: where performers are in the space in relation to others

match: to perform the same action as someone else

mirror: reflecting the movements of another person as if they are a reflection

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order: the sequence of actions

performance: the complete sequence of actions

phrase: a short sequence of linked movements

relationship: the ways in which dancers interact; the connections between dancers

represent: to stand for something

rhythm: a strong, regular repeated pattern of movement

space: the 'where' of movement such as levels, directions, pathways, shapes

structure: the way in which a dance is ordered or organised

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Reflective learner - Describe, explain, and comment on their own and others' actions and feelings. Make judgements to improve their and others' work. Respond to set tasks following rules and expectations.

Engaged learner - Demonstrate enthusiasm for PE. Effectively communicate and collaborate with each other. Understand the principles and purpose of preparing effectively for PE and sport. Work independently for extended periods of time without the need for guidance.

Disciplined learner - Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. Show kindness and consideration when working with others.

Key Skills

Travel –

Pathways – forwards, backwards, sideways and diagonally.

Turn – change direction in the dance.

Twist – movement of the body to create a shape.

Leap – jump from one foot to another foot.

Spin – rotate on the spot.

Choreography –

Count – counting to 4, 8, 12, or 16 for a section of movement.

Dynamic – moving in such a way as to represent something or someone.

Isolations – moving only one part of the body at a time.

Transition - move from one movement to another seamlessly.

Working together –

Unison – everyone in the group moving in the same way at the same time.

Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth).

Call & Response – movements as a direct consequence of the previous movement.

Canon – one child moving followed by another and another like a Mexican wave.

Synchronisation – moving together at the same time to create effect.