

Knowledge Organiser - Dance Year 6

Ladder Knowledge



Actions:

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.

Dynamics:

Selecting a variety of dynamics in your performance can help to take the audience on a journey through your dance idea.

Space and relationships:

Combining space and relationships with a prop can help you to express your dance idea.

About this Unit

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

STAMP, CLAP

Choreographers (people who make up dances) sometimes don't perform to music.

Dance groups all over the world use everyday items such as brooms, bin lids and basketballs, as well as their own bodies as their stimulus to choreograph dance.

In this theme, you will be choreographing a dance and creating the music yourselves using your bodies.

Bhangra Dance

Bhangra is the traditional dance of Punjab in India. It originated with farmers as a folk dance celebrating the time of the harvest. Bhangra is traditionally danced to the dhol drum and has a very energetic and lively tone. It is often danced in circles and uses a lot of arm and shoulder movement.

Contemporary

Developed during the mid-twentieth century and has since grown to become one of the most popular genres for formally trained dancers throughout the world.

Contemporary dance is all about self-expression, storytelling, and interpretation.

Contemporary dancers have freedom of movement, allowing their bodies to freely express feelings, characters and events.

1970s Disco

- Disco first appeared in the early 1970s in the clubs of New York.
- Flared trousers, wildly-patterned shirts and colourful scarves were popular items of clothes to wear to the disco.
- Disco dance actions involve twists, turns, kicks and lots of struts to the disco beats.

Key Knowledge

Competent learner - Can improve own and other's performance.

Consistently performs a range of travels, turns, jumps, gestures and stillness to a high skill level demonstrating technique, alignment and control. Takes the lead in a range of choreographic situations and activities making suggestions that improve performance. Uses originality, imagination, and creativity in choreography to effectively convey themes, ideas and emotions.

Active & healthy learner - Clearly understand how personal fitness can improve performance. Demonstrate sustained levels of fitness.

Key Vocabulary

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

aesthetic: how a performance or skill looks

choreography: the sequence of actions or movements

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

express: make suggestions

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

freeze frame: when performers create an image without movement

inspiration: to take ideas from

mood: a state of feeling

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

phrase: a short sequence of linked movements

pose: a position, usually still

refine: to improve the quality

rehearse: to practise

stimulus: something that creates ideas

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

style: the type of dance

transition: moving from one action or position to another

Reflective learner - Consistently improve their work. Describe and comment on their own and others' performance with accuracy of actions. Know what has made their performance effective.

Engaged learner - Compete respectfully and fairly following rules. Eagerly participate in every PE/Sport lesson displaying excellent attitudes. Effectively communicate and collaborate with each other. Work independently for extended periods of time without the need for guidance.

Disciplined learner - Demonstrate self-discipline in all tasks. Show a positive attitude throughout the lesson. Be kind, respectful and considerate when working with others. Show support for their peers. Take responsibility for their own behaviour.

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.

Level - change height (high, mid, and low).

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.

Emotion – using movement to express feeling.

Evaluation – consistent checking and adaptation of movements.

Style – adapting own personal creativity to a sequence.

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.