

Knowledge Organiser - Dance Year 5

Ladder Knowledge



Actions:

Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:

Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:

Space relates to where your body moves both on the floor and in the air.

Relationships:

Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

About this Unit

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

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and coordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.

Chinese New Year

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The longer the dragon is in the dance, the more luck it will bring to the community.

The lion represents joy and happiness.

Key Vocabulary

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

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

choreograph: create a sequence of actions or movements

choreography: the sequence of actions or movements

collaborate: work jointly with others

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

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

genre: a style

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

pathway: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

phrase: a short sequence of linked movements

posture: the position someone holds their body in

quality: the standard of the skill

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

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

transition: moving from one action or position to another

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

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.

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.