



Objectives and Sticky Knowledge

Prior Knowledge Recap:

- Dance can be used to communicate an idea
- Dance can represent characters and narratives in response to a range of stimuli
- Dance can be evaluated, taking account of character and narrative

Land Objectives and Sticky Knowledge:

Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important	Compose own dances in a creative way	Perform dance to an accompaniment	Dance shows clarity, fluency, accuracy and consistency	Pick up on something a partner does well and also on something that can be improved	Know why own performance was better or not as good as their last
1. Identify the key moves and movements of a particular style. 2. Know that a warm up will improve performance. 3. Know that a warm up will reduce the risk of injury.	1. Understand that different styles of dance have lots of different signature moves 2. Understand what a motif is in relation to a dance 3. Understand that compose means create	1. Know that an accompaniment is usually a piece of music to go with your dance	1. Know that to be accurate in dance means they are using dance moves effectively. 2. Know different styles of dance (ballet, tap, jazz, ballroom, Latin etc) 3. Know how to adapt dances to ensure weight, space and rhythm is a focus. 4. Know how to show clarity and be concise with your dance moves 5. Know how to show control when performing a dance phrase	1. Know how to improve yours and others' dances 2. Understand that working together means collaboratively in order to complete a task	1. Know that performing confidently is usually after practising so that you know exactly what you are doing

Links with 'Sustainability' Golden Thread:

Links with CST and CKA Values Crown:

Year 5 Basketball Knowledge Organiser

Key Vocabulary

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Canon	Dancers take it in turns to perform an identical movement, with an overlap in timing.
Energy	In people, this means the ability to do work. With regard to the environment, energy is the power that is obtained from different resources, usually to provide light or heat.
Levels	Levels in dance refers to where the body is in the dance space, in relation the ground, e.g. high, medium or low.
Spatial awareness	Having spatial awareness is having an understanding of where your body is in the space around you.
Timing	Timing can mean different things in dance; it can refer to how quickly or slowly a dancer moves, the rhythm of the dance or how the dance fits in with the beat of any music used.

Motif

In dance, a motif is a movement phrase or action that is repeated and developed throughout the dance to communicate the central idea or theme.

Transitions

A transition in dance is a change from one position or movement to another. Rushing through a transitional step can make the movements on either side of it look rushed or clumsy.

Sky Objectives:

1. Can identify the correct technique for a sporting movement.
2. Can congratulate the opposing team when defeated in an activity.
3. Can describe what happens to our heart rate when exercising and how this effects our pulse.

Lines

Dancers use their bodies to create lines and shapes. The lines that a dancer creates are made by their limbs extending into the space around them.

Expression

Expression in dance is about how the dancer communicates their feelings to the audience. They can do this using their body and their facial expression, as well as the timing of their actions.

Fluent

A fluent dancer is able to move with ease, demonstrating agility, balance and clarity of movement.

Fluency comes with repetition and rehearsal. The more you work on a dance or an action, the more fluent you will become at it. Familiarity with a dance sequence removes any awkwardness or hesitation. It means the audience can fully focus on the ideas you want to represent.

