

Dance Unit 1**End of Unit Assessment**

Expectations	Key Learning Objectives	Children outside expectations
some children will not have made so much progress. They will be able to:	explore basic body actions; begin to make single movements and combine movements using different parts of the body; practise moving expressively and clearly; try to choose movements that reflect the dance idea; with help, remember, repeat and link movement phrases and dances; recognise when they feel out of breath when dancing; recognise and describe some body actions and some expressive and dynamic qualities of movement	
most children will be able to:	perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement	
some children will have progressed further. They will be able to:	perform more complicated combinations of movement fluently and with control; perform clearly and expressively; show an awareness of phrasing and music; choose movements that show a clear understanding of the dance idea; say why their heart beats faster and their temperature rises when dancing; talk about dance using a range of descriptive language	

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Dance Unit 1

Year 1

Prior Knowledge

Pupils should have:

- followed simple instructions
- moved using simple rhythms
- explored basic body actions
- watched and talked about movement
- had some experience of action songs and action rhymes

Curriculum links: This unit will support the Y1 Geography unit, Weather and Seasons

What's next?

This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at how different body actions show moods and feelings, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner, and use language associated with movement to evaluate and improve their dances.

Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities, *eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.*

Key knowledge I need to understand

In this unit children explore basic body actions, *eg jumping and turning*, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance.

In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

Pupils will:

- perform basic body actions;
- use different parts of the body singly and in combination;
- show some sense of dynamic, expressive and rhythmic qualities in their own dance;
- choose appropriate movements for different dance ideas;
- remember and repeat short dance phrases and simple dances;
- move with control;
- vary the way they use space;
- describe how their lungs and heart work when dancing;
- describe basic body actions and simple expressive and dynamic qualities of movement

How I will show what I have learned

Pupils can:

LINK TWO OR MORE ACTIONS TOGETHER.

COPY SHORT MOTIFS (A SHORT PHRASE, MOVEMENT OR GESTURE THAT IS REPEATED.)

PERFORM THE BASIC DANCE ACTIONS E.G. TRAVEL AND CHANGE DIRECTION, TURN, JUMP, GESTURE, BALANCE/STILLNESS, CHANGE OF SIZE AND SHAPE.

What vocabulary I need to know

Words to describe travel and stillness, *eg stretching, curving, circling, spiralling*

Words to describe direction, *eg up and down, side to side*

Words to describe space, *eg near, far, in and out. tight*

Words to describe moods and feelings, *eg sleepy, bursting*

Words to describe the nature of movement (dynamic qualities), *eg fast, strong, gentle*

Movement focus

Action: Sharp, jabbing actions with elbows, knees and fingers. Stretching, squeezing and wiggling movements. Bending, digging, lifting and falling over. Spinning. Bird-like head, arm, knee and elbow movements.

Dynamics: Exploring down and up, and side-to-side. Also still, sleepy movements.

Sudden, spiky, pointy movements. Slow curving, circling and spiralling.

Quick steps and gently lifting arm-movements.

Space: Using confined areas effectively, as well as moving across the whole room.

Working in 'tight' groups, and moving freely through the spaces.

Exploring levels. Detailed group-formations across the whole room.

Relationships: Working individually and in pairs, then moving in lines, with changing leaders.

Working in pairs and lines, following a leader.

Performing in pairs, groups and lines.

Key resources:

BBC Time to Move

Spring in the Garden

1. **Worms on the move**
2. **Plants on the move**
3. **Birds on the move**