

Dance Unit 2**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:	perform basic body actions; respond to stimuli and musical accompaniment when given extra time; make a simple dance phrase; begin to explore dynamic and expressive qualities; perform short dances, showing some understanding of expressive qualities; with help, describe their work; begin to work with a partner; show some understanding of why they need to warm up; with help, focus on specific actions when they watch others	
most children will be able to:	perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work	
some children will have progressed further. They will be able to:	create, improve and perform more complex dance phrases; perform short dances, linking actions fluently and with control; use dynamic and expressive qualities clearly in their dance; use some simple dance vocabulary to describe and interpret dance; know how particular activities can help them to be healthy	

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Dance Unit 2

Year 2

Prior Knowledge

Pupils should have:

- used space safely
- explored a range of body actions using the whole body and individual parts of the body
- created and copied a short movement phrase
- explored a range of dynamic qualities, *eg heavy, light, strong, fast*
- had some experience of watching dance and describing body actions

Curriculum links: This unit will support the y2 geography unit, Continents

Key knowledge I need to understand

There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context.

The children should be taught to:

- Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness.
- Perform movements or patterns, including some from existing dance traditions.
- Explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Pupils will:

- perform body actions with control and coordination;
- choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;
- link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities;
- describe the mood, feelings and expressive qualities of dance;
- describe how dancing affects their body;
- know why it is important to be active;
- suggest ways I could improve their work

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's next?

This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings. They will also develop their ability to work with a partner and in a small group.

What vocabulary I need to know

- words to describe body actions and body parts,
- stimulus (the starting point for dance),
- words to describe levels, *eg high, medium, low,*
- words to describe directions,
- words to describe pathways, *eg curved, zigzag,*
- words to describe moods, ideas and feelings, *eg happy, angry, calm, excited, sad, lonely,*

Movement focus

Action: Stretching and relaxing; pushing arms out to sides; swirling hands and arms; twisting and turning, slow, gentle steps; striding and leaping; toe-pointing; smooth sliding; 'bobbing' up and down; leading the body with the hands; curving and twisting of body; swaying, shuffling and waddling. Stretching UP and melting DOWN; tiptoeing and rocking back on heels; building a dance sequence.

Dynamics: Jagged and spiky; responding to imaginary 'wind'; springy striding; moving forwards and sideways; moving in time together; responding to music changes; varying levels; releasing tension; contrasting fast/comical with calm/relaxed; clear, distinct movements.

Space: Devising unusual shapes in limited space; holding arms out for balance; exploring levels (high, medium and low). Floating gracefully through spaces; moving in all directions; twisting pathways; following each other in lines; tilting bodies, keeping close behind other dancers. Whole class in interweaving circles; devising own choreography within a space.

Relationships: Twisting and turning together; pairs in snowflake-shapes; joining pairs together; in two halves, appraising each other's dances and movements. Using whole body; 'steering' a small group; single-file follow-the-leader (scurrying and sliding). Responding to partner ('bowing' and 'looking away'); co-operating (egg-rolling); slow, careful teamwork, circle-formations.

Key resources:

BBC Time to Move

Antartica

- 1. The coldest place on Earth**
- 2. Icebergs and emperors**
- 3. Penguin parents**