

Dance Unit 4**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:	copy and explore simple ideas; link and remember a limited amount of movement material; work with a group to refine and practise movement ideas and phrases; show some understanding of how to warm up and cool down; with help, make simple statements about their own and other people's work	
Most children will be able to:	respond imaginatively to a range of stimuli related to character and narrative; use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language	
Some children will have progressed further. They will be able to:	structure and vary longer dances; develop movement ideas for others; show a good sense of rhythm and style when performing; remember and perform a range of warm-up and cool-down activities; give reasons why physical activity is good for health; use a range of dance vocabulary to describe, interpret and evaluate dance	

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Dance Unit 4

Year 4

Prior Knowledge

Y3 dance unit – In the gym

It is helpful if children have:

- used different stimuli to create dances on their own, with a partner and in small groups

Curriculum links: This unit will support the Y4 geography unit Volcanoes and earthquakes

What's next?

Dance unit 5 – Extreme Sports.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

controlled stretches

intricate patterns with symmetry and balance

Traditional steps in a rhythmic group circle-dance, with Bhangra elements

angular shapes

combat sequence

Relaxing stretches

geometrical shapes

Shuffling steps

stamping-steps

rhythmically

Key knowledge I need to understand

Pupils will:

- Explore different types of movement
- Respond through movement to music, poetry, story or their own emotions, using their own ideas
- Experience a wide diversity of music
- Co-operate and work with others in a group
- Develop an aesthetic appreciation of dance as an art form Develop better co-ordination, control and balance and other movement skills
- Practise listening, sequencing and movement memory.

The dance objectives of the Physical Education curriculum at Key Stage 2 requires pupils to:

- perform dances using a range of movement patterns
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones.

How I will show what I have learned

Pupils can:

EXPLORE DIFFERENT STYLES OF DANCE AND COPY STEPS FROM THEM WITH INCREASING ACCURACY.

CHOREOGRAPH SHORT ROUTINES IN TIME WITH A GIVEN PIECE OF MUSIC.

PERFORM GIVEN ROUTINES FROM MEMORY, PERFORMING ALL THE ELEMENTS IN THE CORRECT ORDER.

CHOREOGRAPH MOTIFS USING REPETITION, DIRECTION, LEVEL, SPEED & SPACE

PERFORM BASIC DANCE ACTIONS WITH GREATER CONTROL OVER EACH ELEMENT.

Key resources:

BBC Dance Workshop

Wonders of the World

1. **From the Great wall of China to the Taj Mahal**
2. **From the Pyramids of Giza to the Colosseum**
3. **From Machu Picchu to the Great Barrier Reef**