

**Dance Unit 5****End of Unit Assessment**

<b>Expectations</b>	<b>Key Learning Objectives</b>	<b>Children outside expectations</b>
Some children will not have made so much progress. They will be able to:	create and perform simple dances that attempt to focus on the style of the dance; take part in group dances; take part in discussions about the structure of the dance or final performance; with help, choose exercises to warm up and cool down; show some understanding of how to exercise safely in dance; use simple words to talk about their own and other people's work	
Most children will be able to:	compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work	
Some children will have progressed further. They will be able to:	plan and perform dances confidently; use their understanding of composition to create dance phrases for themselves and others in their group; use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles; show expression in their dances and sensitivity to music; organise their own warm-up and cool-down exercises; show that they understand why warming up is important for a good performance; identify the form and structure of a dance; make imaginative suggestions on how to improve their own and other people's work	

# Seamer and Irton CP School – Knowledge Organiser

## PE Topic: Dance Unit 5

## Year 5

### **Prior Knowledge**

**This unit builds on from Dance Unit 4 – Wonders of the World.**

Children should have:

- created and performed simple dances in groups
- used video and other visual images to create initial ideas and develop dance phrases
- gained experience of talking about dance, art and music
- gained experience of talking about how to improve their compositions and performances

**Curriculum Links: This unit supports the Y5 Geography unit – Mountains and Climate Zones**

### **What's next?**

**This unit lays the foundations for Dance Unit 6 – South America**, in which children will use different visual images as a starting point for dance. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.

### **Key knowledge I need to understand**

This unit of dance sessions includes individual, paired and group sequences inspired by a selection of exciting, challenging and energetic extreme sports. A broad range of music-styles and sound effects support and motivate dancers to explore contrasting movement dynamics - from small, focused and tense climbing moves to free flowing, high energy wind-surfing and snowboarding. Throughout the unit, dancers are given 'movement ingredients' and then encouraged to develop these and add their own ideas to create a dance sequence

**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.

### **What vocabulary I need to know**

- Core body muscles
- Sequence
- Contrast
- Tensed (muscles)
- Mirroring sequence
- Transfer of body weight
- Contained strength / free energy
- Tilting and leaning
- Facial expressions
- Jump turns
- Collapsing action
- Counting beats
- Dance sections

### **How I will show what I have learned**

**Pupils can:**

EXPLORE DIFFERENT STYLES OF DANCE AND DEVELOP SHORT ROUTINES IN A THOSE STYLES.

CHOREOGRAPH SHORT ROUTINES TO PORTRAY A PARTICULAR MOOD OR STYLE.

PERFORM LONGER ROUTINES FROM MEMORY ADDING EXPRESSION AND EXTENSION TO HIS/HER MOVEMENTS.

CHOOSE HIS/HER OWN DANCE STEPS AND MOVEMENTS AND THEN DEVELOP THEM INTO A ROUTINE.

PERFORM DANCE ACTIONS WITH CONTROL AND EXPRESSION.

### **Key resources:**

**BBC Dance Workshop**

**Extreme Sports**

1. **Kayaking and Rock Climbing**
2. **Wind-Surfing and Sky-Diving**