

Dance Unit 6**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:	use a small range of movements and patterns in their dances; express some of their ideas clearly when composing and performing; work in a group, cooperating with and following others to complete work; with help, use specific activities to warm up and cool down for dance; show some understanding of how dance helps to keep them healthy; show some understanding of how to structure a dance; talk about dance, with guidance	
Most children will be able to:	work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up and cool down independently; understand how dance helps to keep them healthy; use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology	
Some children will have progressed further. They will be able to:	interpret different stimuli with imagination and flair; create, refine and structure movements and patterns with artistic understanding; communicate the artistic intention of a dance clearly, fluently, musically and with control; take the lead when working in a group; help others to refine and structure movements and patterns; understand why dancing is good for their health; organise their own warm-up and cool-down activities to prepare for, and recover from, dance; describe, interpret and evaluate dance, using appropriate language and terminology	

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Dance Unit 6

Year 6

Prior Knowledge

This unit builds on the Y5 dance unit – Extreme Sports

Children should have:

- experienced a wide range of stimuli for dance
- copied and adapted movement material from videos
- composed and performed dances with a partner, in trios and in groups
- experienced different styles of dance

Curriculum Links: This unit will support the Y6 Geography Unit, Rainforests.

What's next?

This is the final dance unit, but pupils should be encouraged to consolidate and extend their knowledge, skills and understanding of composing, performing and appreciating dance. They should also be encouraged to increase their knowledge of dance styles from different social, historical and cultural contexts.

What vocabulary I need to know

- Samba rhythm
- step pattern
- hip-swinging samba style
- Samba step pattern
- correct timing
- confidence and style
- exaggerated
- box step
- vibrant, carnival style
- shoulder shimmies
- smooth and continuous
- carnival
- Rio de Janeiro

Key knowledge I need to understand

The Carnival in Rio de Janeiro - and many other cities around the world - is held to mark the beginning of Lent. The festival begins on the Friday afternoon preceding Ash Wednesday and ends at noon on Ash Wednesday - when the 40 days of Lent commence. In the first dance session pupils will show off their imaginary carnival costumes before performing flag-waving patterns and learning some simple moves based on samba.

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 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

South America

1. **Getting ready**
2. **Carnival Steps**
3. **Carnival Parade**