

KS2
YEAR 3, 4, 5 & 6

Physical Education

DANCE



WHAT SHOULD I ALREADY KNOW?

I know how to...

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

Move in time to music.

Improve the timing of their actions.

STICKY KNOWLEDGE

Mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time

Leading and following – these movements require one dancer to lead and the other partners to follow

Meeting, avoiding or passing by – these movements require dancers to travel towards each other and then move right or left to avoid and pass

Meeting and parting – these movements require dancers to meet, turn and travel away

Canon – this technique requires dancers to take it in turns to perform a movement that is then identically copied and performed by others

Unison – this technique requires dancers to move at the same time as each other

Contrasting – this technique requires dance partners to perform contrasting movements to each other

VOCABULARY

Dynamics	The way a dance is structured to add drama, interest and variety; dynamics can be manipulated through different forms of movement, tempo etc. to create a mood or atmosphere.
Improvise	Make up and perform on the spot.
Levels	Performing dance moves at ground level, mid-level or high levels (in the air) to create variety and interest.
Motif	A movement phrase that represents a theme or idea.
Tempo	Speed of the music or the movements.

WEAVING CONCEPTS



DAZZLING DANCERS

MARGARET FONTEYN



Dame Margaret Evelyn de Arias DBE, known by the stage name Margot Fonteyn, was an English ballerina. She spent her entire career as a dancer with the Royal Ballet, eventually being appointed prima ballerina assoluta of the company by Queen Elizabeth II.

<http://www.roh.org.uk/people/margot-fonteyn>

