Eversley Primary School– Knowledge Organiser

P.E.	Dance (Retelling a Story)	Year 4	Autumn Term 2

Skills

- Use “contrasts” to create and extend movement phrase.
- Pay attention to the transition from one dance movement to another to link movement phrases clearly and fluently
- Display and demonstrate awareness of spatial qualities in dance.
- Can repeat their own conditional phrase in a warmup.

Key Knowledge

Respond imaginatively to a range of stimuli related to character and narrative.

Can portray a mood through movement.

Understand how physical activity should feel for health benefits.

Sequence of Practical Experiences

Compose, remember and repeat a sequence of travelling body actions covering a known floor pathway.

Respond imaginatively in movement to the story of the willow plate.

Show sensitivity to the dance idea and portray different emotions suggested by the story.

Dance in formation, within a group, and understand the importance of formation as part of the story telling process.

Contribute ideas as well as perform a group sequence using canon and unison.

Identify, describe, suggest and act upon ways of improving performance and composition.

Statutory requirements

- perform dances using a range of movement patterns

Prior Learning

- Improvise freely, translating ideas from a stimulus into movement
- Use dynamic, rhythmic and expressive qualities clearly and with control
- Suggest and share improvements to their own and others dancing using dance vocabulary
- Show some understanding of why they warm up and calm down in an active session

Key Vocabulary

Dynamics:	How a dancer moves e.g. sustained, percussive, swinging, suspended, collapsed or vibratory
Formation	How dancers are arranged o dance e.g. line, circle, v shape etc.
Gesture	A movement of part of the body (often hand or head) to express an idea or meaning.

Additional Vocabulary

Dance style, technique
- Pattern, Pathway
- Counts and Rhythm
- Motif, Phrase, sequence variation
- Narrative
- Shape e.g. tall, long, wide, narrow
- Direction e.g. up, down, forwards
- Level e.g. high, low
- Stretch tension, extension, relaxation

Techniques

Canon

Unison

Gesture

Formation