



Knowledge Organiser for Physical Education - Dance

Key Enquiry Questions:	
Similarities / differences to other sports	<ul style="list-style-type: none"> It is different from many other sports, as it doesn't have a naturally competitive element or scoring system.
What equipment do you need?	<ul style="list-style-type: none"> Music and speaker, mats can be useful for teaching lifts/floor work, however these should not be used within a dance, props can be used to aid a theme.

Key Vocabulary	
Actions What a dancer is 'doing', such as travelling, turning, elevation, gesture, stillness, use of different body parts and floor work	
jump	Star jump, tuck jump, straight jump (these are examples of jumps which can be used however to encourage creativity children can create their own).
roll	Pencil roll, egg roll, straddle roll (these are examples of rolls which can be used however to encourage creativity children can create their own).
leap	Split leap, stag leap.
turns	Three step turn, picked up turn, turning jump, turning leap.
kick	Karate kick, straight front kick, flick kick, side kick, back kick, circular kick.
gesture	Hand or arm movement without complicated foot pattern to show a narrative e.g. hands in front of eyes and crouching to show fear.
balance	Different body parts touching the floor, weight distributed evenly over these body parts.
running	Moving fast on your feet.
jumping	To push oneself off the ground using the feet.
hop	To jump on one foot.
leap	Transference of weight from one foot to another with elevation and progression.
slide	To push the body weight across the floor in any direction.
balance	A steady, held position achieved by an even distribution of weight.
Space The 'where' of movement, such as levels, directions, pathways, shapes, designs and patterns.	
air pattern	A design that is traced in the air from a part of the body e.g. an upward circular movement of the arm.
direction	Where the movement faces e.g. downstage right, upstage left.
formations	Shapes of patterns created in space by dancers' levels or distance from the ground (low, medium and high).
pathways	Direction of movement in the space, e.g. forwards, backwards, sideways.
Dynamics The how of movement based upon variations of speed strength and flow	
acceleration	Speeding up the movement.
deceleration	Slowing down the movement.
sustained	Slow, smooth, continuous and even movements.
swinging	Pendulum motion.
Other dynamics include: sharp, bold, slow, strong, fluid, controlled, jerky, rapid, aggressive, bouncy.	
Relationships The ways in which dancers interact	
unison	All dancers doing the same thing at the same time.
cannon	Dancers performing the same movements one after another, ending at different times (think of a round in singing).
accumulation	When a dancer begins a sequence of movements and others join in at different times until they all perform in unison, finishing at the same point.
mirroring	Dancers performing the same actions on opposite sides of the body, can be facing each other but does not need to be. This could be done back-to-back or side-by-side.
contact	Exploring the use of one person's body in relationship to others in the group, using the fundamental of touch, sharing weight and lifts e.g refer to gymnastic balances and weight takes.



complementary	A group performing actions or shapes that are similar to, but not exactly the same as, another dancer's.
contrast	A group performing movements or shapes that have nothing in common.
counterpoint	When a group of dancers performs different solo phrases simultaneously e.g. four dancers performing a group dance called the elements: one has a solo-phrase to show fire, one to show water etc
Chorographic Devices	
motif	A short sequence which will be repeated and develop in a piece and is integral to the theme e.g. KS1 a seaside motif: four skips forward holding bucket, crouch down, spade action to fill the bucket three times, turn bucket over, happy gesture when seeing sandcastle
motif development	Original motif should be developed by using actions, space, dynamics and relationships: 1. Add an action to an original motif 2. Change the level of the motif 3. Original solo motif is now done with a partner using mirroring actions 4. Original motif is done varying the face E.G four skips forwards becomes 4 skips backwards
repetition	Doing a sequence again (there should be a point to this) e.g. if you were doing a piece of bullying you might repeat the movement show bullying happening again.
contrast	Having contrasting sections to a dance to create interest, sometimes linking to a theme e.g. war and peace.
highlights	Important moments in a dance.
climax	The most important /significant moment in the dance e.g. The Great Fire of London, actions to signify the fire (the climax) should link to the music.
manipulation of number	How the number of dancers is used within a group e.g. You have a group of six dancers within a 2 minute piece of dance, how have they altered the number of dancers? Section 1 involves all six dancer together, section 2 three pairs of dancers, section three has 2 duets, section 4 return all six dancers together.
Structuring devices and form	
binary	A dance in two parts e.g. war and peace.
ternary	A dance in three parts where the middle section is contrasting e.g. lost, found and lost again.
episodic	A dance in episodes e.g. The Seasons would have 4 episodes.
narrative	A dance that follows a story e.g. you might choose to plan on the book 'Little Red Riding Hood'. You could explain that a dance would have a narrative as it follows the timeline of the story.
beginning middle and end	Teach children that when devising a dance, there should be a beginning, a middle and an end.
transitions	How movements and sections of dance flow from one to another.
Choreographic Processes	
improvising	Responding to music imaginatively without pre-planning.
generating	Using experimentation to create movement material.
selecting	Use self-analysis to select successful pieces and movements.
developing	Developing successful sequence.
structuring	Order the sequence you have created to start building a whole piece.

Green= KS2

Yellow=KS1

Pink=Everyone



How to structure a dance lesson KS2

1. Warm up -

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm up to the learning question (LQ).

Warm up should include three sections: pulse raiser, mobilisation (focuses on warming up the joints and their natural range of motion - knee bends, shoulder rolls etc) and stretch, which should always be done at the end of the warm up **DO NOT STRETCH COLD MUSCLES.**

Tip: It's good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Starter activity -

This is a good opportunity to get children practising key actions or developing their own creativity by devising travelling sequences:

Choose 5 line leaders and split class off into 5 lines at one end of the hall.

1. Step kicks moving forward down the room.
2. Investigate different types of turn.
3. Ask pupils to link together three travelling actions to take them from one end of the hall to another. An extension of this can be to look at varying speeds, directions and levels.
4. Create a travelling sequence that links to the idea of moving in the trenches (link this step to a theme).

Improvisation:

1. Select a variety of music and get the children to sit and listen to the music with their eyes shut. Share ideas about the music and movements that could match the music.
2. Improvise the moments as a whole class to the music.
3. Split into smaller groups, watch each other improvising and feed back to peers what was done well.

3. Main Lesson -

The main lesson is where we focus on the development of those key skills.

Building upon the theme of the warm-up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans).

Tip: During the main phase of the lesson, it is effective practice to:

- a. Model the outcomes, focusing on one teaching point at a time
- b. Observe for best practice and allow pupils to model the outcomes
- c. Ask pupils to assess their own progress and the performance of others to raise performance outcomes

4. Competition / Conditioned Dance Exercises (Apply) -

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the dance can be: *"How many effective balances can you create using different body parts in 2 minutes?"*

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.

5. Cool down (Assess)

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games.

Health and Safety

See Dance and Indoor Risk Assessments



How to structure a dance lesson KS1

1. Warm up -

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm-up to the learning question (LQ).

Warm-up should include three sections: pulse raiser, mobilisation (focuses on warming up the joints and their natural range of motion - knee bends, shoulder rolls etc) and stretch, which should always be done at the end of the warm up DO NOT STRETCH COLD MUSCLES.

Warm up games for KS1 Dance:

1. Using a hula-hoop, children copy the instructor's fun actions
2. Coloured scarves - children copy leader using enjoyable music (Disney music etc)
3. Dice game - each number on the dice has a different position linked to it e.g. 1: star shape, 2: crouch. Children skip round the room to music, when the leader shouts 'freeze', they throw the dice and children make the shape for that number. Repeat.

Tip: It's good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Starter activity -

This is a good opportunity to get children practising key actions or developing their own creativity by devising travelling sequences:

Choose 5 line leaders and split class off into 5 lines at one end of the hall.

1. Four skips and four jumps repeated down the room
2. Sideways galloping down the room
3. Create own travelling sequence using own actions and a prop (scarf)

Improvisation - select a variety of music and get the children to sit and listen to the music with their eyes shut.

1. Share ideas about the music and movements that could match the music.
2. Improvise the moments as a whole class to the music.
3. Split into smaller groups, watch each other improvising and feed back to peers what was done well.

3. Main Lesson -

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Dance Progression

<u>Year group</u>	<u>Key Skills Assessment Progression</u>
<u>Reception</u>	<ul style="list-style-type: none"> • I can copy steps and actions with some control and co-ordination • I can link individual and whole body movements together • I can watch others work and choose actions • I can recognise how to move in space • I can talk about ways to keep healthy
<u>Year 1</u>	<ul style="list-style-type: none"> • I can copy and explore basic body patterns and movements • I can remember simple dance steps and perform them in a controlled manner • I can choose actions and link them with sounds and music • I can safely perform teacher lead warm ups • I can describe and discuss others work
<u>Year 2</u>	<ul style="list-style-type: none"> • I can perform with control and co-ordination • I can respond imaginatively to a variety of stimuli • I can vary the dynamics levels, speed and direction of my phase/motif • I can discuss my own work and others with simple vocabulary • I understand the need for a warm up and cool down • I can discuss my own and others work with simple vocabulary
<u>Year 3</u>	<ul style="list-style-type: none"> • I can begin to improvise freely on my own and with a partner • I can begin to translate ideas from a variety of stimuli into movement • I can begin to compare, develop and adapt motifs to begin to create longer pieces • I can begin to use dance vocabulary to compare and improve my work • I understand how to work safely and recognise changes in my body • I can give reasons why PE is good for my health
<u>Year 4</u>	<ul style="list-style-type: none"> • I can improvise freely on my own and with a partner • I can translate ideas from a variety of stimuli into movement • I can compare, develop and adapt motifs to begin to create longer pieces • I can use dance vocabulary to compare and improve my work • I understand how to work safely and recognise changes in my body • I can give reasons why PE is good for my health
<u>Year 5</u>	<ul style="list-style-type: none"> • I can begin to demonstrate precision, control and fluency in response to stimuli • I can begin to vary dynamics and develop actions with a partner or as part of a group • I can begin to link phrases a motifs to create a wide performance • I can begin to demonstrate rhythm and spatial awareness • I can begin to modify my performance and that of others • I can begin to organise myself to warm up safely
<u>Year 6</u>	<ul style="list-style-type: none"> • I can demonstrate precision, control and fluency in response to stimuli • I can vary dynamics and develop actions with a partner or as part of a group • I can link phrases a motifs to create a wide performance • I can continually demonstrate rhythm and spatial awareness • I can modify my performance and that of others • I can begin to organise myself to warm up safely
<u>Beyond Year 6</u>	<ul style="list-style-type: none"> • I can perform and create motifs in a variety of dance styles with accuracy and consistency • I can select and use a wide range of compositional skills to demonstrate ideas and translate into performance • I can suggest ways to improve the quality of performance showing sound knowledge and understanding • I can lead my own and others warm up safely



STEP Dance

STEP stands for: How can I change the activity to make it inclusive?

Space	<p>Where?</p> <ul style="list-style-type: none"> ▪ General <ul style="list-style-type: none"> - Big, small, groups, shapes ▪ Direction <ul style="list-style-type: none"> - Up, down, in, out, forward, backward, around, through, sideways ▪ Level <ul style="list-style-type: none"> - Low, medium, high ▪ Pathways <ul style="list-style-type: none"> - Straight, diagonal, curved, zigzag, circular <p>For inclusion</p> <ul style="list-style-type: none"> ▪ Adaptation of area – more space can be more physically demanding, less space may improve orientation and spatial awareness ▪ Distance travelled ▪ Use of zoned area. Children work in specific zones ('in their own space') ▪ Nearer to/further away from partner ▪ Orientation, e.g. of visually-impaired children.
Task	<p>What?</p> <ul style="list-style-type: none"> ▪ Actions. <ul style="list-style-type: none"> - Stepping, turning, jumping, shaking, wiggling, stillness. - Singular, in combination, short phrase, dance. ▪ Dynamics. <ul style="list-style-type: none"> - Fast, slow, wise, light, heavy, moods, feelings. <p>For inclusion</p> <ul style="list-style-type: none"> ▪ Simplify the dance or introduce specific conditions, e.g. concentrate on upper or lower limbs from a standing or seated position. ▪ Rotate roles or allocate specific roles. ▪ Vary the speed (slower/faster) or intensity of the activity. ▪ Change interpretation to aid inclusion, e.g. a jump can be interpreted as a stretch. ▪ Be flexible. ▪ Try different ways of approaching the same task.
Equipment	<p>What?</p> <ul style="list-style-type: none"> ▪ Music, pictures, video. ▪ Percussion. ▪ Size, weight, shape, length. ▪ Texture, colour, e.g. for visibility. ▪ Length, e.g. of handle in sweeping activities.
People	<p>What?</p> <ul style="list-style-type: none"> ▪ Individual, partner, small group or larger group work. ▪ Roles, character and style. ▪ Changes discussed and agreed by the whole group.