



DANCE

KNOWLEDGE ORGANISER

UKS2







Overview



- Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.
- In dance, we explore space, and consider how we can use our bodies to show ideas, moods, characters and feelings.
- Throughout KS2 dance, we learn how to copy and create actions in response to different ideas and themes. We should also consider how our use of dynamics, space and timing can create effects. We can use choreographing to change and adapt ideas.
- By upper KS2, we should be showing confidence in our movements and expression. We should also be taking active steps to help to build the confidence of others.
- Our dances may be with partners or teams. We should work together to perform movements safely, and be able to give and receive feedback using the correct key words.



Physical

Skill	Definition	How do I do this?
Travelling 	To move from one place to another place.	-There are lots of different ways that you can travel and change direction, e.g. skipping, crawling, creeping, hopping and sliding to show different themes or ideas. Dynamics is about how your perform moves (e.g. strong/light, fast/slow) Use counts of 8 to stay in time with the music. Remember to use big, exaggerated movements with confident expression and high energy.
Actions 	Body movements in time to the music.	-Examples of actions include clapping, clicking, leaping, crouching, shaking, twisting and spinning. They can be used to show different themes or ideas. Use clear and confident actions – they may be exaggerated to make ideas more obvious. -Use counts to help you and others stay in time.
Reaction 	To respond to the movements and actions of others.	-Using opposites with partners can help us to create a symmetrical 'mirror' effect that is pleasing on the eye. Consider how movements/actions complement your partners movements/ actions. You should also consider how working at different levels and moving in different directions can create different effects.
Position and Timing 	To control where/how we dance when working alongside others.	-Dance is not just about how well you can perform actions and movements alone – it is equally about how well you can perform alongside others. You should be able to hold position in relation to others (see 'formation') and use dynamics, speed, timing and levels in accordance with your partners/ group.
Making Sequences	To put actions together.	-Consider how actions look together. Marks for quality, control, and how in time (coordinated) you are with music/ your partner/s and/or teams. Groups should be able to alter their choreography (see right) to make sequences more effective.


Social and Emotional

Communication/ Decision-Making Often, dances require more than one person to work together well as a team. Communicate effectively to ensure that you stay in time and perform actions in agreed ways. Everyone should get a say in choreographing routines, including decisions on which actions to include.	Selecting and Applying There are a huge range of different actions and moves that we can perform. We should select those that are most effective at different times, to demonstrate the themes/ideas that we are trying to show. We can also apply dynamics, levels, speeds and positions.
Keeping Safe Follow the rules and listen to the coach's instructions. Store and handle any apparatus that you are using properly.  Make sure that higher-risk dance moves are performed safely. Use mats/ spotters where needed.	Building Confidence Some dance actions can be difficult. It is important that we believe in ourselves and understand that with practice and understanding we can achieve great things. Movements should be performed with energy and confidence. Praise one another to help build others' confidence.
Responding to Feedback We need to ensure that we welcome praise and constructive criticism as tools to improve. Try to reflect honestly on all feedback that you are given. We may need to persevere. Perseverance is about keeping going even when something is difficult or tiring. 	Challenging Myself Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before! Be ambitious in your choreography – even if you can't complete all actions and movements perfectly at first, know that practice can help you to succeed.

Key Vocabulary

Dance
 Movement
 Theme
 Balance
 Control
 Formation
 Choreograph
 Routine
 Confidence
 Coordination
 Dynamics
 Feedback
 Levels

Thinking/ Strategic

Feedback – Getting feedback from others about your dance is vital in improving your dance actions, moves and routines. Remember to be constructive when feeding back to others!	-Success in dance is all about quality and control. <u>Quality</u> is making sure that actions and movements are clear and confident. We should concentrate on each individual action to maintain quality. <u>Control</u> is when you hold positions carefully. Tense muscles to help control movements and balances and keep good posture. Consider <u>space</u> (e.g. how the space is used, how far apart dancers are) and <u>timing</u> (when/where actions happen, tempo, and how fast or slow movements are performed) to add quality and control to dances.
Repeating movements can help make dances memorable. <u>Unison</u> means to dance together in time.	
Choreography is designing sequences of actions and movements in order to create routines. Choreography may be revisited when something isn't working.	
Formation is the arrangement of the positions of dancers on the stage/ dancefloor. E.g. dancers facing one another/ in a circle etc.	

Health and Safety

Exercise in safe spaces. Be mindful of others.	Keep your head up and know what is around you.	Warm up properly including stretching your muscles.	Bend your knees when you land from jumps.	Make sure that liquids are kept well away from the dance surface.	Make sure that mats/surfaces are set up properly.	Make sure that any equipment is put away properly.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.
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