

Knowledge

- ❖ Know that the speed, weight and size of their movements can affect a dance.
- ❖ Know how they could improve their own and others' performances.
- ❖ To be able to say what unison, mirroring and canon mean.

Prior Knowledge and Skills

Children will have previously:

- ❖ performed a range of movements in canon and unison;
- ❖ worked cooperatively in a group to create suitable movements
- ❖ performed a range of body movements and shapes and perform some of these in time with the music;
- ❖ understood that they can dance on their own, with partners and in groups.

Skills

Children will be able to:

- ❖ make contrasting shapes and move in contrasting ways
- ❖ dance in their personal space and in the wider space
- ❖ improvise movement to communicate an idea
- ❖ move in time to the rhythm of the music
- ❖ Watch and describe performances and use what they see to improve their own performance.
- ❖ Use simple choreographic devices such as unison, canon and mirroring.
- ❖ Use different transitions within a dance motif
- ❖ talk about the differences between their work and that of others
- ❖ change the speed and level of their actions e.g. fast and slow; high and low; or light and heavy movements.
- ❖ create a short motif inspired by a stimulus then join several motifs together to make a dance;
- ❖ copy, remember and repeat movement patterns
- ❖ improve the timing of their actions and move with coordination and control.



Key Vocabulary

- ❖ synchronise
- ❖ tempo
- ❖ about-turn
- ❖ dynamic
- ❖ march
- ❖ pulse
- ❖ rebound
- ❖ duet
- ❖ formation

Safeguarding

- ❖ Ensure appropriate warm-ups and cool downs.
- ❖ Follow the safety procedures recommended by Hampshire e.g., wearing of jewellery, carrying equipment safely.

