

## DANCE KNOWLEDGE ORGANISER - YEAR 2

OVERVIEW	KEY VOCABULARY
<p>In Year Two, Dance is about moving our bodies to music, responding with more accuracy to different rhythms.</p> <p>We explore spacial awareness &amp; orientation.</p> <p>We consider how we can use our bodies to show ideas, moods, feelings, characters and stories.</p> <p>We are learning routines and creating actions in response to different ideas and themes.</p> <p>We dance as individuals, in small groups and as an ensemble.</p>	<p><b>Dance</b></p> <p><b>Movement</b></p> <p><b>Timing</b></p> <p><b>Counts</b></p> <p><b>Rhythm</b></p> <p><b>Choreography</b></p> <p><b>Create</b></p> <p><b>Balance</b></p> <p><b>Control</b></p> <p><b>Confidence</b></p> <p><b>Parallel</b></p> <p><b>Plie</b></p>

PHYSICAL		
Skill	Definition	How do I do this?
<b>Actions</b>	Moving the body to music.	<ul style="list-style-type: none"> <li>• Copying my dance teacher during warm ups, cool downs, exercises and routines.</li> <li>• Examples of actions; clapping, clicking, stretching, jumping, crouching, shaking, twisting, and spinning.</li> <li>• Trying to use clear and confident actions, sometimes exaggerating &amp; extending them to make ideas more obvious.</li> <li>• Tune in to rhythms and timing / counts whilst moving.</li> </ul>
<b>Reactions</b>	Responding to the movements and actions of others.	<ul style="list-style-type: none"> <li>• Consider how movements / actions complement your movement.</li> <li>• An awareness of formation and the presentation of the dance. (linked closely to an increased awareness of spacial orientation)</li> <li>• Starting to work as an ensemble.</li> <li>• Working with partners and in small groups to create group choreographies.</li> </ul>
<b>Travelling</b>	Moving from one place to another across the room.	<ul style="list-style-type: none"> <li>• Show an understanding of direction and spacial orientation by running, skipping, hopping etc. along a different diagonals and doing corner work.</li> <li>• Moving at varying speeds in response to different pieces of music.</li> </ul>
<b>Balancing</b>	Holding a position with control.	<ul style="list-style-type: none"> <li>• Performing more complex movements and movement patterns.</li> <li>• Understanding and performing movements where weight transfers between the feet.</li> </ul>
<b>Making Sequences</b>	Putting movements and actions together.	<ul style="list-style-type: none"> <li>• Learning dance routines, phrases and exercises from my dance teacher.</li> <li>• Creating short choreographic pieces of my own either as an individual, with a partner or in a small group with a sense of rhythm.</li> </ul>

### COMMUNICATION & DECISION MAKING

Dance often requires working together. In Year Two we are working on sharing and merging our ideas.

### BUILDING CONFIDENCE

In Year Two we further understand that with practice we can achieve more. It is okay in dance to not be perfect - the most important thing is to try.



### RESPONDING TO FEEDBACK

We are still learning about praise and constructive criticism in Year Two. We might need to change some of our ideas or practise something to make our movement more accurate.

### CREATIVE THINKING

In Year Two we are finding to our creative voice and experiment with creating movements & sequences of our own.