

## DANCE KNOWLEDGE ORGANISER - YEAR 3

OVERVIEW	KEY VOCABULARY
<p>In Year Three, Dance is about moving our bodies to music, responding with more accuracy to different rhythms. We begin to explore different styles of dance and learn to improvise.</p> <p>We explore spacial awareness &amp; orientation both in terms of the room and in our work as an ensemble.</p> <p>We use our bodies to show ideas, moods, feelings, characters and stories.</p> <p>We begin to understand and use dance specific vocabulary.</p> <p>We dance as individuals, in small groups and as an ensemble.</p>	<p><b>Improvisation</b>  <b>Time Signature</b>  <b>Diagonal</b>  <b>Formation</b>  <b>Parallel</b>  <b>Plie</b>  <b>Dynamics</b>  <b>Intention</b>  <b>Levels</b>  <b>Transition</b>  <b>Create</b>  <b>Choreography</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 with accuracy. Taking on corrections and feedback as a whole class / individual.</li> <li>• Using clear and confident actions.</li> <li>• Using 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>• Start to understand how other peoples movements / actions complement your movement, &amp; begin to make choreographic choices that reflect that understanding.</li> <li>• Spacial awareness and an understanding of formation / 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>• Developing corner work by performing more complex combinations that combine counts and travelling.</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>• Understanding and performing movements where weight transfers between the feet.</li> <li>• Moving between levels. (Using transition movements e.g.turn, roll etc.)</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 / using counts.</li> <li>• Creating movements on different levels and with varying intentions to create dynamics.</li> </ul>

### COMMUNICATION & DECISION MAKING

In Year Three we are working together to create movement from more complex stimuli.

### BUILDING CONFIDENCE

We are trying more complex movements and tasks and becoming more confident in our work.



### RESPONDING TO FEEDBACK

We are trying to understand how we can use this to make our movement better.

### CREATIVE THINKING

In Year Three we are creating movements & sequences of our own, using dynamics / levels to enhance our creative storytelling.