

## DANCE KNOWLEDGE ORGANISER - YEAR 6

OVERVIEW	KEY VOCABULARY
<p>In Year Six Dance is about enhancing of technical dance ability by really breaking down movements and gaining a 'mechanical' understanding of them. We understand flexibility.</p> <p>We apply this knowledge to our creative work using our bodies to show ideas, moods, feelings, characters and stories through increasingly complex choreographic tasks and use of choreographic devices.</p> <p>We understand and use dance specific vocabulary.</p> <p>We dance as individuals, in small groups and as an ensemble.</p> <p>We apply feedback to our own work and give feedback to others.</p>	<p><b>Structure</b>  <b>Formation</b>  <b>Dynamics</b>  <b>Intention</b>  <b>Levels</b>  <b>Transition</b>  <b>Create</b>  <b>Choreography</b>  <b>Motif</b>  <b>Devices / Devising</b>  <b>Expression</b>  <b>Flexibility</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 rhythms and timing / counts whilst moving with accuracy and with applied dynamic features.</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; make choreographic choices that reflect that understanding. Moving in unison, canon, call &amp; response etc.</li> <li>• Spacial awareness and an understanding use of formation / work as an ensemble.</li> <li>• Using improvisation as a stimuli for devising movement.</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 with more complex rhythmic structures.</li> <li>• Making micro adjustments to accommodate spacial changes within combinations.</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>• Understanding what a motif is and being able to develop it / abstract movement.</li> <li>• Creating short choreographic pieces of my own either as an individual, with a partner or in a small group using rhythm / pulse or using counts.</li> <li>• Creating movements on different levels and with varying intentions to create dynamics.</li> </ul>

### COMMUNICATION & DECISION MAKING

In Year Six we are able to articulate our choreographic ideas to others clearly.

### BUILDING CONFIDENCE

We feel confident to put real expression and intention behind our movement. We are understanding our musicality.

### RESPONDING TO FEEDBACK

We understand how we can use this to make our movement better and work to actively achieve personal improvement. We can give constructive feedback to others.

### CREATIVE THINKING

We are devising work from a variety of stimuli and using choreographic devices to develop our creative work.

