

DANCE KNOWLEDGE ORGANISER - YEAR 5

OVERVIEW	KEY VOCABULARY
<p>In Year Five Dance is about enhancing of technical dance ability by really breaking down movements and gaining a 'mechanical' understanding of them.</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 begin to 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>Structure Form Formation Dynamics Intention Levels Transition Create Choreography Motif Devices / Devising Articulation</p>

PHYSICAL		
Skill	Definition	How do I do this?
Actions	Moving the body to music.	<ul style="list-style-type: none"> • Copying my dance teacher during warm ups, cool downs, exercises and routines with accuracy. Taking on corrections and feedback as a whole class / individual. • Using rhythms and timing / counts whilst moving with accuracy and with applied dynamic features.
Reactions	Responding to the movements and actions of others.	<ul style="list-style-type: none"> • Start to understand how other peoples movements / actions complement your movement, & begin to make choreographic choices that reflect that understanding. Moving in unison, canon, call & response etc. • Spacial awareness and an understanding of formation / work as an ensemble. • Using improvisation as a stimuli for devising movement.
Travelling	Moving from one place to another across the room.	<ul style="list-style-type: none"> • Developing corner work by performing more complex combinations that combine counts and travelling with more complex rhythmic structures. • Making micro adjustments to accommodate spacial changes within combinations.
Balancing	Holding a position with control.	<ul style="list-style-type: none"> • Understanding and performing movements where weight transfers between the feet. • Moving between levels. (Using transition movements e.g.turn, roll etc.)
Making Sequences	Putting movements and actions together.	<ul style="list-style-type: none"> • Understanding what a motif is. • 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. • Creating movements on different levels and with varying intentions to create dynamics.

COMMUNICATION & DECISION MAKING

In Year Five 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 exploring our musicality.

RESPONDING TO FEEDBACK

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

CREATIVE THINKING

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

