



Coleman Primary School

Key Knowledge Organiser:

Year 6- Autumn 1.

Dance: Football. In this unit the children will create and perform a group dance based around the theme of a football match. Pupils will design and sequence movement to represent traveling to the match, the match itself and post-match. They will develop skills of unison, mirroring, contact, level, speed direction and control. They will incorporate skills such as action/re-action and repetition as well as build on skills introduced in previous dance units.

Key Vocabulary

Accent	Emphasis on a particular movement
Action/re-action	The movement of one dancer initiates the other dancer to respond
Basic actions	Describe what the body is doing: travel, jump, turn, gesture, stillness
Binary (A/B)	"A" section followed by a contrasting "B" section
Canon	One part is followed by another in time
Motif	A movement or phrase which reflects a dance idea
Contact	Can be brief, sustained, weight bearing or assisted flight
Copy	All dancers do the same thing as each other
Pathway	Where in space (straight/curved/zig-zag)
Formation	The spacing and shape of the group according the audience perspective
Gesture	Any action done with any part of the body not taking weight
Improvise	An immediate movement response to an idea or stimulus
Lead and follow	Following the path of another dancer
Meet and part	Dancers move away and towards each other
Mirroring	Dancer's reflect their partner's activity
Question and answer	One dancer performs a movement which is then followed by a movement in response from the second dancer.

Images:



Key concepts to be explored:

- Rhythm
- Timing
- Levels
- Dynamics and space

Knowledge

- To know that physical gestures can show emotion.
- To know that character can be expressed by gestures.
- To know that movement phrases such as action/reaction can be used.
- To know that spatial awareness is the ability to understand where their body is in relation to other performers.

Dance/movement Skills:

Dance skills learned prior to this unit:

I can translate ideas from a variety of stimuli into movement (Y4)
 I am beginning to vary dynamics and develop actions with a partner or as part of a group (Y5)
 I am starting to link phrases and motifs to create a wide performance (Y5)

Dance skills learned in this unit:

I can demonstrate precision, control and fluency in response to stimuli.
 I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.
 I can modify my performance and that of others. I can organise myself to warm up safely.

		<ul style="list-style-type: none">- To know how to use mirroring an levels- To know that movement can be used to communicate a theme.	
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