



Coleman Primary School

Key Knowledge Organiser:

Year 5- Spring 1.

Dance: Dance Styles. In this unit, the children will explore and link motifs and movements from different dance styles and eras. They will express and communicate the dance idea/theme, by linking characteristics of these different dance styles together as an individual or in groups. They will apply choreographic devices of canon, unison, matching and mirroring, speed direction, order and levels to motifs.

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:

- Explore movements that express and communicate the dance idea/ theme.
- Link characteristics of different dance styles together as an individual and in groups.

Core task:

To create and perform a dance composition in small groups using at least 2 different dance styles from different eras.
Individual elements showing canon and unison. Partner work showing

Dance/movement Skills:

Dance skills learned prior to this unit:

I can translate ideas from a variety of stimuli into movement (Y4)
I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work (Y4)
I can improvise freely on my own and with a partner (Y4)

Dance skills learned in this unit:

I am starting to demonstrate precision, control and fluency in response to stimuli.
I am beginning to vary dynamics and develop actions with a partner or as part of a group.
I am starting to link phrases and motifs to create a wide performance. I demonstrate rhythm and spatial awareness.
I can modify my performance and that of others. I can organise myself to warm up safely.

		<p>changes in directions. Selected motif from the 1950s, 60s or 70s. Partner work showing changes in levels, and matching and mirroring.</p>	
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