

# Physical Education Knowledge Organiser

## Year 2 dance

**National Curriculum links:** perform dances using simple movement patterns as well as developing balance, agility and co-ordination.

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> <li>· imagination</li> <li>· team work</li> <li>· co-operation</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>· travelling</li> <li>· mirroring</li> <li>· sequence</li> <li>· obstacles</li> <li>· balance</li> <li>· memory</li> <li>· repeat</li> <li>· movement</li> <li>· stillness</li> <li>· turn</li> </ul>	<p style="text-align: center;"><b>Previous learning</b></p> <p><i>In year 1, the children will have learnt how to perform fundamental movement skills at a developing level, to perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. This will be assessed through the demonstration of the following physical skills;</i></p> <ul style="list-style-type: none"> <li>· the ability to copy and explore basic body actions from a range of stimuli (words, poetry pictures, sounds and objects),</li> <li>· to copy simple movement patterns,</li> <li>· show and tell using body actions to explore moods, ideas and feelings,</li> <li>· vary speed, strength, energy and tension of their movements.</li> </ul> <p style="text-align: center;"><b>Year 2 learning</b></p> <p><i>In year 2, the children will learn to perform fundamental movement skills at a developing level and start to master some basic movements, perform body actions with control and coordination and to perform short dances, showing an understanding of expressive qualities. This will be assessed through the demonstration of <b>the year 1 physical skills where a greater control, coordination and spatial awareness is seen.</b></i></p>	<p><u>Aim and success criteria of educational dance for year 2</u></p> <ul style="list-style-type: none"> <li>· All children will focus on creating and performing short dances that communicate different moods, feelings and ideas.</li> <li>· Children will learn how to use different parts of the body to imitate and lead movements.</li> <li>· They will create short dances individually and also create and perform with a partner.</li> </ul> <p><u>Breakdown of skills for dance</u></p> <p><b>Side galloping</b></p> <ul style="list-style-type: none"> <li>· Rhythmical smooth action</li> <li>· Weight on balls of feet</li> <li>· Body faces front</li> <li>· Rear leg lands adjacent to or behind front foot</li> <li>· Low vertical lift</li> </ul> <p><b>Skipping</b></p> <ul style="list-style-type: none"> <li>· Step-hop pattern is co-ordinated and smooth</li> <li>· Arms are used rhythmically in opposition to legs</li> </ul>
<p><b>Key knowledge</b></p>	<p style="text-align: center;"><b>Future learning</b></p>	
<p><i>Children need to build on their knowledge of</i></p>	<p><i>In year 3, the children will learn to perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly</i></p>	

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*movement and ways of travelling.*

*They must incorporate a range of movements, actions and balancing to create a sequence/routine.*

*and with control. This will be assessed through the demonstration of the following physical skills and an appreciation of dance and movement.*

- To perform dances expressively.*
- To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.*
- To perform more complex dance phrases.*
- To perform in a whole class performance.*
- To create and link dance phrases.*
- To talk about how they might improve their dances.*
- To evaluate, refine and develop their own and others' work.*

- Low vertical lift on hop*
- Land on ball of foot*

## **Supporting resources**

### **Side galloping**



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### **Skipping**



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