

Physical Education Knowledge Organiser

Year 3 dance

National Curriculum links: perform dances using a range of movement patterns and develop technique, control and balance.

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> · resilience · co-operation <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · travelling · mirroring · sequence · obstacles · balance · memory · repeat · movement · stillness · turn · rhythmic · timing 	<p style="text-align: center;">Previous learning</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 the year 1 physical skills where a greater control, coordination and spatial awareness is seen.</i></p> <p style="text-align: center;">Year 3 learning</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 and with control. This will be assessed through the demonstration of the following physical skills and an appreciation of dance and movement.</i></p> <ul style="list-style-type: none"> · 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. 	<p><u>Aim and success criteria of educational dance for year 3</u></p> <ul style="list-style-type: none"> · All children will look to perform dances, focusing on creating, adapting and linking a range of dance actions. · They can work with a partner and in small groups, developing their ability to create, perform and appreciate dance. <p><u>Breakdown of skills for dance</u></p> <p>Side galloping</p> <ul style="list-style-type: none"> · Rhythmical smooth action · Weight on balls of feet · Body faces front · Rear leg lands adjacent to or behind front foot · Low vertical lift <p>Skipping</p> <ul style="list-style-type: none"> · Step-hop pattern is co-ordinated and smooth · Arms are used rhythmically in opposition to legs
<p>Key knowledge</p>	<p style="text-align: center;">Future learning</p>	

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Children need to build on their knowledge of movement and ways of travelling.

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

They must begin to work co-operatively with others and develop a performance with timing and control.

In year 4, the children will learn to perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment. 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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