

Physical Education Knowledge Organiser

Year 4 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 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. <p><i>To evaluate, refine and develop their own and others' work.</i></p> <p style="text-align: center;">Year 4 Learning</p> <p><i>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.</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><i>Aim and success criteria of educational dance for year 4</i></p> <ul style="list-style-type: none"> · Children will focus on creating characters and narratives through movement and gesture. · Children concentrate on combining and linking phases of movement fluently and with control. <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 · Low vertical lift on hop · Land on ball of foot

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Key knowledge	Future Learning	
<p>Children need to build on their knowledge of movement and ways of travelling.</p> <p>They must incorporate a range of movements, actions and balancing to create a sequence/routine.</p> <p>They must begin to work co-operatively with others and develop a performance with timing and control.</p>	<p>In year 5, children will learn to perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance. This will be assessed through the demonstration of the following physical skills and an appreciation of dance and movement.</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. 	

Supporting Resources

Side galloping



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Skipping



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