

Physical Education Knowledge Organiser

Year 5 Dance

National Curriculum links: perform dances using a range of movement patterns and develop technique, control and balance. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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 · enrich · styles · improvise · design 	<p style="text-align: center;">Previous 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. <p><i>To evaluate, refine and develop their own and others' work.</i></p> <p style="text-align: center;">Year 5 learning</p> <p><i>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.</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 5</i></p> <ul style="list-style-type: none"> · Children will learn different styles of dance and focus on dancing with other people. · They will create, perform and watch dances in a range of styles, working with partners and groups. · They will be encouraged to become more adventurous when improvising and exploring ideas. · They will develop their knowledge of how props, costume, design and music enrich 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 · 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 6, the children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting. 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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