Chapelford Village Primary School

Topic: PE	Year: 3	Area: Dance

Prior learning:

- I can create a short sequence of movements which can be repeated or taught to a partner, e.g. stretch, roll, turn, make shapes or actions with their body to show feeling.
- I can put together a sequence which moves from the floor to a tall stretch making movements strong and sudden.
- I can describe the shapes used in my own dance and compare them with the shapes in other dances.
- I understand that moving silently is important to raising the quality of my performance.
- I can describe how my muscles feel after holding a shape.
  I am aware of others working in the space around me

What will I learn by the end of the topic?

- I can create three movements showing change in speed and level, direction and expression.
- I can develop a phrase of movement by repeating an action and adding linking movements.
- I can create a performance that has a beginning, middle and end.
- I can watch my own dance on video and observe how fidgeting can affect the quality of my performance.
- I can use this understanding to improve my own performance.
- I can explain why it is important to warm up my whole body, particularly my feet.
- I can give reasons why physical activity is good for your health

Key Vocabulary:

Dance	A complete rotation of the body in a forward motion with the hips passing over the head.
Body shape	Movement and shapes which convey meaning including shapes with straight lines and angles.
Action/movement	An action is any human movement including in the act of dancing, it can include dance steps, facial movements, partner lifts or gestures.
Sequence	Patterns of movements are followed on from one another that flow
Performance	The action or process of performing the dance to an audience
Rhythm	Is the pattern of regular or irregular pulses caused in music
Beat	Is the basic unity used to measure time in both the choreographic and musical language. It is the pulse that occurs repeatedly with a certain frequency. When dancing, beats are what we count
Levels	Working at different heights (low, middle and high)
Mirroring	Performing actions, movements and shapes opposite with a mirror effect
Audience	A group of people watching the performance
Flexibility	Refers to the range of movement in a joint or series of joints, and length in muscles that cross the joints to induce a bending movement or motion.
Control	Means your body is doing what your mind wants it to

Movement in action

Balance

Movement

Levels

Body shape

Control

Flexibility

Beat

Mirroring

Styles of dance

<u>Ballet</u>- This dance style is over 500 years old and it is all about telling a story through dance and music. A famous ballet move is going onto pointed toes; this is where the shoes allow dancers to go onto the very tip of their toes which creates a sense of light and airiness.

<u>Hip Hop/ Street</u>- This is a very quick style of dance which requires music with a heavy beat, dancers move around quickly creating moves on the floor and tricks such as head spins and flips. This style has derived from a variety of other dance styles yet only became popular in the early 90's.

<u>Modern</u>- This is dance that follows no rules and is focused on expressing inner feelings through music and movement. This style of dance was created in a rebellion against classical ballet due to the limitations. Modern dance became famous in the 1900's. Modern dancers usually dance barefooted and wear weird/revealing costumes which also tell a story.

<u>Cultural</u>- Cultural dances are those that originate from a certain country, culture or religion and these are very famous within that culture. For example, Irish dancing originates from Ireland, Bollywood originates from India and Rock n Roll originates from America.

<u>Jazz</u> - This style uses bold and dramatic movements and a lot of facial expression, it is very energetic and is seen as a fun style to dance to. Jazz dancers are encouraged to create their own moves and to interpret every move to suit their own personality and expression.