

Year 4 Dance 4.2

National Curriculum objectives

Perform dances using a range of movement patterns.

These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.

Key Learning

Performance and appreciation

- Developing dance when creating one piece, performing in unison and sync with other group members in front of the class. Self- assess and assess peers' work, and give feedback using appropriate dance vocabulary

Choreography

- Developing synchronisation when working in a group including to different rhythms. Respond to teacher instruction to create a choreographed dance routine

Movement

- Developing choreographic skill incorporating more free – creative thinking
- Developing good co-ordination within a sequence of movements
- Movements articulate the style of dance well
- Use music to influence movement with increasing skill

Equipment

- 15x Gymnastic mats laid out around the learning space (for cool down)
- Flower pictures
- Seed pictures
- Music (suggestion: 'Morning' from the Peer Gynt suite by Grieg)

Key Vocabulary

Imagery referred to: Seed, dispersal, wind, water, animal, explosion, flower, petal, sepal, style, stigma, stamen, pollen, germination, root, shoot, tree, stem, truck, branches, leaves.

Levels: There are three levels in dance movement: high, middle and low i.e. low level would be floor level

Pathway: Patterns created in the air or on the floor by the body or body parts

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Key Questions

What movement will they improvise for dispersal?

Discuss the pathways they created

What could you have improved about the performance?

What did you enjoy most about the life cycles topic?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down