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| *PE* FLE Y3/4 Dance |
| Dance Club Performance | Swinemoor Primary SchoolAnnual Family Dance - Juanita Elementary SchoolDancing Party Silhouette Dance Jumping Peoples Holi Invitation - Clip Art  Library   |
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| **Forever Facts** |
| Basic body actions are the foundations that help make up themovements of a dance routine. These include step, gesture, travel, stillness, jump and turn. By putting these together, in whatever order you choose to make it flow, you can create a simple dance routine very easily. |
| Performing a movement/action needs to be done within a count and is usually over a count of 4, 8, 16 or 32. By doing this it creates a structure and provides control to the routine as it keeps it looking good and not completely random! |
| Timing can be either simply keeping the movements and counts to accompany the music or whether a pair/group are in unison. Keeping in time relies on the performer to listen to the music, keep the counts to the beat of the music and use their movement memory! |
| Knowing the trigger is important in both individual and groupdances. A trigger can be a specific part of the music, someone else’s specific movement which indicates the beginning of your movements. Picking out specific parts as a trigger helps remember the routine. |

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| **Skills** |
| I can copy an action and explain how it communicates an idea. |
| I can put actions together to tell a story. |
| I can perform a number or movement phrases in unison and canon within a group. |
| I can show awareness of control when performing. |
| I can perform suggested movement phrases to communicate ideas. |
| I can evaluate movement phrases ready for performance. |

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| **Exciting Books** |
| https://images-na.ssl-images-amazon.com/images/I/61x1NIpbYHL._SX396_BO1,204,203,200_.jpg |
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Our Endpoint**SMSC**: *Spiritual – students are continually encouraged to be creative and use their imagination. Moral - students are regularly working together in groups. Social – working collaboratively to use both their dance and social skills in a range of different contexts. Cultural – students are regularly encouraged to appreciate a wide number of cultural influences.*·       To compose and perform a Roman dance. |

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| **Subject Specific Vocabulary** |
| Step (transfer of weight)  | Dancer's movement so that their weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially |
| Gesture | Used to talk about movements that do not involve carrying the weight of the whole body throughout space. |
| Travel | Moving from point A to point B using a repeated movement |
| Freeze Frame (stillness) | Where no movement is used to create an effect. |
| Jump | Your body must completely leave the floor |
| Turn | A rotation of the body about the vertical axis. It is usually a complete rotation of the body |
| Count | Equal beats usually paired with the music—can be 4, 8, 16 or 32 in length |
| Trigger  | Where another person, part of the music or a cue is used to trigger a dance move. |
| Unison  | Two or more people doing a range of moves at the same time. |

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