|  |  |  |
| --- | --- | --- |
| *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 | | |
| |  | | --- | | **Forever Facts** | | Basic body actions are the foundations that help make up the  movements 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 group  dances. 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. |  |  | | --- | | **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. | | |  | | --- | | **Exciting Books** | | https://images-na.ssl-images-amazon.com/images/I/61x1NIpbYHL._SX396_BO1,204,203,200_.jpg | | | |   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. | |  |  | | --- | --- | | **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. | |