



Physical Education

Knowledge Organiser

Year 6 dance

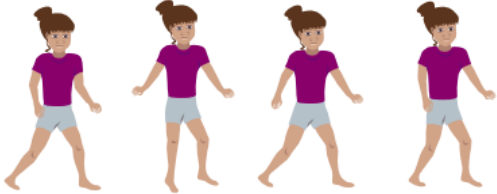
National Curriculum links: perform dances using a range of movement patterns and develop technique, control and balance.

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<u>Values</u> - resilience - co-operation - empathy	Previous learning 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. - 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.	<u>Aim and success criteria of educational dance for year 6</u> - 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.
<u>Vocabulary</u> - travelling - mirroring - sequence - obstacles - balance - memory - repeat - movement - stillness - turn - rhythmic - timing - enrich - styles - improvise - design - composing	Year 6 learning 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. - 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.	<u>Breakdown of skills for dance</u> Side galloping - Rhythmical smooth action - Weight on balls of feet - Body faces front - Rear leg lands adjacent to or behind front foot - Low vertical lift Skipping - 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

Physical Education

Knowledge Organiser

	To evaluate, refine and develop their own and others' work.	
Key knowledge	Future learning	
Children need to build on their knowledge of movement and ways of travelling. They must incorporate a range of movements, actions and balancing to create a sequence/routine. They must begin to work co-operatively with others and develop a performance with timing and control.	Secondary School Dance curriculum In KS3, the children will learn how to perform dances using advanced dance techniques within a range of dance styles and forms.	
Supporting resources		
Side galloping  © Lancashire County Council 2019 Skipping  © Lancashire County Council 2019		