



P.E.	Dance Using Dynamics to Develop the Dance	Year 2	Spring Term 1
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Skills

- Perform body actions with control (set counts) and coordination.
- Link actions and remember and repeat dance phrases of two or more specific steps.

Key Knowledge

Choose movements with different dynamic qualities to create a dance phrase that expresses an idea, mood or feeling.

Describe their movements and feelings using simple dance vocabulary.

Show some awareness of the health benefits of being active

To understand the role of physical activity in achieving energy balance, and why energy balance is part of being healthy.

Sequence of Practical Experiences

- be able to explore actions in response to stimuli
- experiment with dynamics (see key vocabulary) to get a growing range of possible movements
- choose and link actions to make short dance phrases that show (express) an idea
- describe dance phrases and how dynamics have been used to show how the body can represent a machine in movement
- describe how a dance makes me feel

Statutory requirements

- perform dances using simple movement patterns.

Prior Learning

- Perform basic body actions
- Perform a sequence with clear beginning, middle and end
- Use different parts of the body singly and in combination
- Show some sense of dynamic, expressive and rhythmic qualities in their own dance
- Talk about dance
- Remember and repeat short dance phrases and simple dances

Key Vocabulary

relationships: near/far; meeting/parting; advancing/retreating; leading/following; mirroring/matching

Pathways e.g. curved, zigzag

moods, ideas and feelings e.g. happy, angry, calm, excited, sad, lonely

Benefits of being active: heart, skeleton, oxygen, stretch, muscles, stamina, heart rate recovery, warm-up, cool down.

Dynamics: energy, or effort, or force, or weight applied to movement over time

Synchronised /simultaneous	At the same time
Pivot	Body rotates without travelling
Choreography	Sequence of steps and movement

Techniques

