

KS1 Dance
***How can a story be
told through
movement?***

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| Key Words | Definition | Key Skills |
|-----------|---|--|
| Rhythm | Movement patterns in time | Copying movement – Children should be able to copy particular movements in time to the music. |
| Beat | AN underlying pulse in a piece of music (usually 3 or 4 beats per bar) | Creating movements – Encourage children to come up with their own ideas and dance movements to fit in with an idea. |
| Levels | The position a gymnast is in whilst performing a skill (high/ medium/ low). | Improvisation – Children should be given some time to make their own movement to a beat. This may be to music or simply to the beat of a tambourine or drum. |
| Mirroring | Reflecting the movements of another person as if they are facing each other | Coaching Points |
| Tempo | The speed of a movement or piece of music | Themed Learning - dance can easily be linked to other areas of work or a class' interest. Though the suggested unit focusses on the ugly bug ball, other topics may be used instead. |
| Unison | All dancers performing the same movement at the same time. | Groups – children should get the opportunity to learn and create dances both individually and in groups. This is a good opportunity for higher ability dancers to lead their team. |
| Body Base | The body part/parts that are on the floor. | Task – some children may struggle to remember a routine. Build in easier movements, longer movements or more repetition to support them. |



Assessment Focus

- Make up a short dance
- Copy dance moves
- Move to music
- Use dance to show a mood or feeling
- Dance with control and coordination
- Change level and direction in dance
- Change rhythm and speed in dance

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12