

Y3 and Y4 Dance  
**How can we use  
 dance to show  
 different ideas?**

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## St George's Central CE Primary School and Nursery

Key Words	Definition	Key Skills
Dynamics	How movement is performed, including space, time, weight and flow.	Copying/creating movement – Children should be able to copy particular movements in time to the music but need to be given the opportunity to be creative and show their own ideas.
Motif	A simple movement pattern or dance move.	Comparing performances – peer and self-review should be used throughout the topic. The use of Ipads is a great way to film, watch back, critique and improve dances.
Phrase	A short section of movement, linking dance moves together	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.
Relationships	The way that dancers work together or the way that the move links to an idea.	Coaching Points
Formation	The arrangement of dancers within a group	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 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.
Cannon	Performers dancing phrases following each other, similar to a Mexican wave.	Task – some children may struggle to remember a routine. Build in easier movements, longer movements or more repetition to support them.



### Assessment Focus

- Repeat, remember and perform
- Share and create in small groups
- Improvise and translate ideas
- Use dance to show an idea

**'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*