



## PE - Dance Subject Skills and Knowledge Organiser

Key Skills	S.E.T Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Actions</b> EYFS: explore how their body moves and copy basic body actions and rhythms. Phase 2: copy, remember and repeat actions to represent a theme and explore creating their own movements. Phase 3: show controlled movements which express emotion and feeling through their actions and choreograph planned dances by adapting actions they have previously learned.</p> <p><b>Dynamics</b> EYFS: explore actions in response to music and an idea. Phase 2: develop an understanding of different dynamics and begin to use them e.g. the speed of a movement to represent an idea. Phase 3: explore and combine movement dynamics confidently to express an idea or a change in a character during a performance.</p> <p><b>Space</b> EYFS: explore different pathways around the space they are given. Phase 2: develop the use of pathways and travelling actions and begin to use different levels when travelling in space. Phase 3: confidently use changes of level, direction and pathway and begin to explore these in their own performances.</p> <p><b>Relationships</b> Phase 2: explore working with a partner using unison, different pathways and begin to explore mirroring and matching.</p>	<p><b>Social</b> Respect, consideration, sharing ideas, inclusion of others, leadership, team work, working safely, decision making</p> <p><b>Emotion</b> Acceptance, confidence, empathy</p> <p><b>Thinking</b> Creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p>	<p><b>Counts:</b> a performer uses counts to stay in time with the music and the performers around them.</p> <p><b>Level:</b> the dancer will perform a move or a hold up high, medium or down low (on the floor).</p> <p><b>Dynamics:</b> how an action is performed e.g. quickly, slowly, gently, sharply.</p> <p><b>Pathway:</b> a path in space where the dancer will move through.</p> <p><b>Mirroring:</b> reflecting movements of another person as a mirror image.</p> <p><b>Matching:</b> movements that are carried out exactly the same as another dancer e.g. they both use their left arm when they lift it up. They both walk on their right foot first.</p> <p><b>Unison:</b> dancing at the same time as others.</p> <p><b>Canon:</b> dancers performing movements one after the other.</p> <p><b>Formation:</b> where the dancers are in relation to each other e.g. you can make a triangular formation.</p> <p><b>Choreography</b> – making up dances individually or as a group.</p> <p><b>Phrase</b> – a small sequence of movements performed together.</p>	<p><b>EYFS:</b> Can the children copy basic rhythms and movements? Can the children explore different actions in response to a movement? Can they move slowly when the music is slow? Can they move speedily when the music is faster? Can they perform a basic movement on their own?</p> <p><b>Phase 2:</b> Can they copy and remember a phrase that has been taught to them? Can they begin to add in their own movements? Can they create a sequence of movements that have different dynamics in (fast, slow, soft, sharp)? Can they work with a partner and create a sequence that contains different pathways? Can they create body actions that they perform in unison? Do they know what mirroring and matching movements are? Do the children understand the basic skills of performing (look up, don't fiddle with their clothing or</p>



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Phase 3: use different formations, canon and unison to express an idea with a partner or in a group. Begin to show this through their own choreography.

### **Performance**

EYFS: to have opportunities to perform a basic movement to music individually.

Phase 2: perform a short, self-choreographed phrase and develop an awareness of facial expressions when they perform.

Phase 3: perform dances showing a range of skills and begin to understand timings in relation to the music and other dancers around them.

hair, don't talk and smile or show a certain emotion in relation to the theme of the dance) when they are showing their self-choreographed dances?

Phase 3:

Can they use emotion through facial expression and the dynamics of their actions when performing a sequence of movements?

Can they use a range of levels?

Can they travel in a range of pathways? E.g. diagonally, horizontally, vertically etc.

Can they children perform dances that are in time with the music?

Do the children understand the skills of performing (look up, don't fiddle with their clothing or hair, don't talk and smile or show a certain emotion in relation to the theme of the dance) and can they portray these when they are performing in front of an audience?



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### Outcome:

EYFS: Children will be able to copy basic movements and respond to a range of music types. They will be encouraged to perform and have confidence in themselves while they are cheered on by their audience. Some children might use what they have learned and continue to take up dancing as a hobby.

Phase 2: Children will be able to perform a range of movements that have been previously taught but by working with their peers, they will be able to sequence these in their own way, using their ideas. They will explore different levels and dynamics within their dance sequence. Some children will be inspired by what they have learned and will take up dance as a hobby in school or outside of school.

Phase 3: Children will be able to perform a self-choreographed sequence of movements that is in time with the music and relates to a theme. The movements will contain a range of spacing, dynamics and emotion. They will be able to perform a solo and a group piece. Additionally, some children in phase 3 will use the skills they have learned in their dance lessons and convey them in DSSN Dacorum Dance competition or in our extra-curricular dance clubs. Some children will be inspired by what they have learned and will take up dance as a hobby in school or outside of school.

### Useful links:

This information has been adapted to suit the needs of the children at The Reddings Primary School and Nursery but is primarily from the GetSet4Pe scheme that is used at The Reddings Primary School and Nursery.

For a more detailed version (each year group and unit) of this knowledge organiser please visit <https://www.getset4pe.co.uk/>