



composing



practise



communication



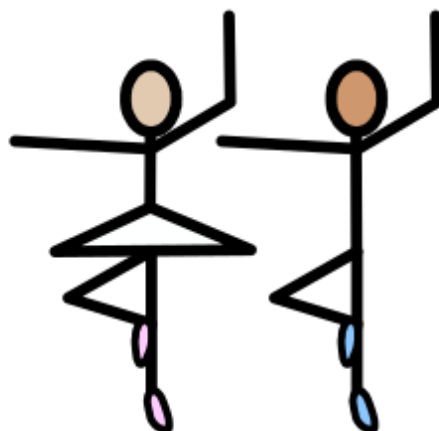
steps



control



style



P.E - Dance - Year 6



emphasis



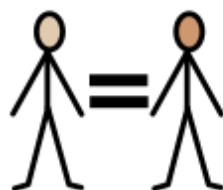
improvisation



building



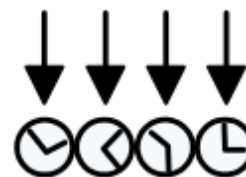
assessment



peers



dimension





routine



motion

Y6 PE – Dance: Y6 Topic Vocabulary Mat

Subject Specific Vocabulary		Relevant Pictures and Information	Exciting Websites
control	The ability to start and stop movement, change direction and hold a shape efficiently.		https://www.royalacademyofdance.org/
emphasis	The movement provided by the dancer at different moments throughout the dance.		Pioneers and Role Models
building	The increase in movements and complexity as time goes on in a routine.		 <p>Akram Khan was born in Lambeth, London, England, into a family from Dhaka, Bangladesh. He began dancing and trained in the classical South Asian dance form of Kathak at the age of seven.</p>
motion	When a dancer begins to move after being still during a routine or specific move.		
routine	The sequence of steps or multiple steps with a routine or part of a routine.	What I've Learnt Already	Key Knowledge
dimension	One of two or more layers of routine or movements within a dance.	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> To compose own dances in a creative way, individually, with a partner and within a small group To know basic conditioning exercises to increase stretch and endurance. Can sufficiently warm up with growing independence and understand the need to cool down To independently plan and perform suitable routines 	<ul style="list-style-type: none"> To know how to identify areas that require improvement within a routine. To understand how different movements and postures can complement different moods and atmospheres for a routine. To know that dance can communicate an idea, as well as feelings and narratives. To understand that an individual dance move can be built on to create a sequence within a whole routine. To understand that speed and control can be altered and adjusted through similar routines to add emphasis and draw attention. That feedback from peers outside of the routine is valuable and can add another dimension of evaluation and progression
peers	People of the same age as you/in the same setting as you.		
assessment	Responding to actions within a dance and decisions made to adjust accordingly.		
improvisation	The process of creating movement within a dance without pre-planning.		
style	Certain types of dance that include different moods and movements.	Skills I am Developing	
composing	Learning how to make a dance and exploring ideas within it.	<ul style="list-style-type: none"> Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrating consistent precision when performing dance sequences. Modifying some elements of a sequence as a result of self and peer evaluation. Using dramatic expression in dance movements and motifs. Composing individual, partner and group dances that reflect the chosen dance style. Identifying and repeating the movement patterns and actions of a chosen dance style. Improvise with confidence, still demonstrating fluency across their sequence. 	