



moving



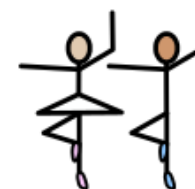
exercise



partner



coordination



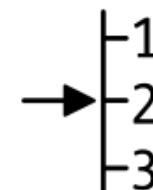
dance



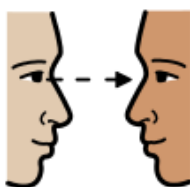
narrative



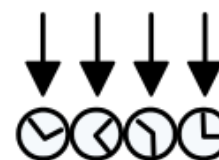
## P.E - Dance - Year 2



noise level



concentration



routine

T

timing



sequenced



sensitivity





poise



balance

# Y2 Physical Education: Dance – Topic Vocabulary Mat

Subject Specific Vocabulary		Relevant Pictures and Information	Exciting Websites
<b>moving</b>	Changing position of body or body parts.		<a href="https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/">https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/</a>
<b>exercise</b>	Being physically active.		<b>Pioneers and Role Models</b>
<b>partner</b>	Someone you work with.		 <p><b>Kamara Gray</b> is the Founder and Artistic Director of Artistry Youth Dance, a vibrant youth dance company that showcases and celebrates aspiring dancers of African and Caribbean descent.</p>
<b>coordination</b>	Moving your arms//legs/body in an effective way.		<b>Key Knowledge</b>
<b>dance</b>	Moving your body in time to sound/music.	<b>What I've Learnt Already</b> <b>Year 1 - How to:</b> <ul style="list-style-type: none"> <li>Explore movements of different parts of the body.</li> <li>Explore different body shapes</li> <li>Create and perform a simple dance and a partnered dance with teacher guidance.</li> <li>Convey a short narrative through the medium of dance.</li> <li>Move in space safely with others, with an awareness of the body and the space it moves in</li> <li>Work with a partner, being aware of each other and keeping time.</li> <li>Copy a partner's movements</li> <li>Show sensitivity to music when moving</li> <li>Develop poise, balance and coordination while moving and stopping.</li> </ul>	<ul style="list-style-type: none"> <li>To know you can use different parts of your body within a dance sequence.</li> <li>To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks.</li> </ul>
<b>Noise level</b>	Sounds measured by loudness and quietness.		<ul style="list-style-type: none"> <li>To use the correct terminology for body parts involved in dance routines.</li> </ul>
<b>routine</b>	A sequence of moves shown all together.		<ul style="list-style-type: none"> <li>Dance can be thought of as a narrative.</li> </ul>
<b>balance</b>	To control body position during a task.		<ul style="list-style-type: none"> <li>To know that you can change levels and direction throughout a sequenced dance routine.</li> </ul>
<b>poise</b>	To act calm and confidently.		<ul style="list-style-type: none"> <li>To know you can use repetition and patterns within dance sequences.</li> <li>To understand what tempo of movement is in relation to music.</li> </ul>
<b>sensitivity</b>	Carefully using senses to respond to my surroundings.		<ul style="list-style-type: none"> <li>To know that different music styles may accompany specific styles of dance.</li> </ul>
<b>sequenced</b>	The breakdown of an event into simple steps.		
<b>timing</b>	Judging the right moment to do something.		
<b>concentration</b>	Focusing on a task.		
<b>narrative</b>	The description of a story, in this case through movement.	<b>Skills I am Developing</b> <ul style="list-style-type: none"> <li>Using different parts of my body within a dance sequence.</li> <li>Understanding that changing rhythm and speed can enhance a dance performance and change how the choreography looks.</li> <li>Using the correct terminology for body parts involved in dance routines.</li> <li>Know that I can change levels and direction throughout a sequenced dance routine.</li> <li>To know I can use repetition and patterns within dance sequences.</li> </ul>	