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| **Goonhavern Primary School** |
| **TOPIC: PE** | **YEAR: 2** | **STRAND: Dance**  |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| -How to move to music’s rhythm and pace-How to copy, remember and perform simple dance moves-How to move around space safely -How to dance in personal space and wider space-How to ‘wiggle, shake, swing, twist, and spin’ the body and different parts of the body -Move feet and hands simultaneously -How to make a shape and hold it -How to make low and high level shapes | Move accurately in time with music’s rhythm and pace |
| How to show expressive qualities in dance moves  |
| Show emotions and energy levels through dance  |
| How to smoothly transition from each move  |
| Perform different movements simultaneously with opposite hands and feet  |
| Remember and repeat short dance sequences  |
| How to choose movements that suit the music and dance idea |
| Create short sequences with a beginning, middle and ending |
| Express how different dance performances you’ve watched make you feel and why  |
| **School Values** |
| **Five Ways to Wellbeing** |

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| **Vocabulary**  |
| Rhythm  | Pattern and pace of music  |
| pace | The speed  |
| Energy levels | How much power  |
| Emotion  | feelings |
| Smooth  | Without stopping/hestiating  |
| Transition  | Changing  |
| Simultaneously  | At the same time  |
| Sequence  | A collection of movements in a certain order  |
| Control  | Being able to manipulate  |
| Pattern  | The sequence where everything is the same  |

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| **Image/diagram that helps me to articulate my knowledge/understanding**  | **Investigate!** |
|  | Create, perform and share short dances based on themes such as: • clowns – funny walking patterns, balancing, tumbling, jumping, falling • penguins – huddling, flapping, waddling • folk dance patterns – dancing in a circle, skipping to the centre and out, clapping and stamping a pattern on the spot, walking backwards and forwards in a chain.Link dance to learning in the classroom (e.g. a book you are reading) Build up to a performance for parents, school or on tapestryExplore different music and how it make syou feelExplore emotions and how we can show these through dance  |