

## KNOWLEDGE

### Competent learner

Can demonstrate how to respond to a wider range of stimuli.  
Can perform a range of travelling, jumping, and turning actions with control.  
Can use level, direction and pathways, to develop themes and ideas.  
Consistently demonstrates improvements to their work showing confidence and creativity in dance.  
Demonstrates leadership qualities in the development of choreography.

### Active & healthy learner

Describe why physical activity is good for health and wellbeing.  
Recognise and describe how their body feels during and after activities.  
Understand how to remain active for sustained periods of time.

### Reflective learner

Describe, explain, and comment on their own and others' actions and feelings.  
Make judgements to improve their and others' work.  
Respond to set tasks following rules and expectations.

### Engaged learner

Demonstrate enthusiasm for PE.  
Effectively communicate and collaborate with each other.  
Understand the principles and purpose of preparing effectively for PE and sport.  
Work independently for extended periods of time without the need for guidance.

### Disciplined learner

Demonstrate a positive attitude to all activities and be respectful towards others.  
Follow rules and listen well to all instructions.  
Stay on task and be attentive in all activities.  
Show kindness and consideration when working with others.

## SKILLS

### Travel

Pathways – forwards, backwards, sideways and diagonally.  
Turn – change direction in the dance.  
Twist – movement of the body to create a shape.  
Leap – jump from one foot to another foot.  
Spin – rotate on the spot.

### Choreography

Count – counting to 4, 8, 12, or 16 for a section of movement.  
Dynamic – moving in such a way as to represent something or someone.  
Isolations – moving only one part of the body at a time.  
Transition - move from one movement to another seamlessly.

### Working together

Unison – everyone in the group moving in the same way at the same time.  
Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth).  
Call & Response – movements as a direct consequence of the previous movement.  
Canon – one child moving followed by another and another like a Mexican wave.  
Synchronisation – moving together at the same time to create effect.

## EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.

# Year 4 | Dance

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Respond to wider range of stimuli	Are inventive with their own movements and actions to create brand new ideas and motifs.
Perform actions with control	Can sequence a series of movements with consistent control.
Develop themes and ideas	Review and implement changes to better their performance without prompt or guidance.
Improvements to their work	Identify and implement changes to performance that make it more interesting to watch
Leadership qualities	Can suggest characteristics of an effective leader and explain why it is important and how it benefits the group.
Health and wellbeing	Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance.
Changes to the body	Understand sweat is heat escaping the body and the build-up of lactic acid in their muscles.
Remain active	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration.
Actions and feelings	Demonstrate respect and sharing of ideas by compromising with others.
Make judgements to improve their and others' work	Identify relevant changes to apply to their work and others that would improve performance, without prompt.
Rules and expectations	Follow rules in activities and reinforce to others. Begin to direct and choreograph own dances with little guidance.
Enthusiasm for PE	Show an interest and enjoyment in lessons and reflect positively, celebrating successes.
Communicate and collaborate	Work sensibly with who they are partnered or grouped with, despite friendships or abilities.
Preparation for PE and Sport	Show accountability of having correct kit and take ownership of own preparation (remove watches/jewellery, have medication ready).
Work independently	Keep an activity flowing and resolve any conflict, without adult supervision.
Positive attitude and respect	Do not allow own preferences on activity choice, activity results or incidents influence their behaviour or manner to others.
Following rules and instruction	Ignore any distractions and influence others to do the same.
Stay on task	Do not allow own preferences on activity choice, activity results or incidents influence their participation.
Kindness to others	Show understanding and encouragement when someone makes a mistake.
Additional key vocabulary	Definition
Choreography	A sequence of movements put together for a dance
Transition	Move from one area or movement to another seamlessly
Synchronisation	Together at the same time
Innovation	New creative ideas