



Dancing– Year 2

PE KNOWLEDGE ORGANISER



ESSENTIAL VOCABULARY	
Action	The fact or process of doing something, typically to achieve an aim.
Counts	Determine the total number of (a collection of items).
Create	Bring (something) into existence.
Direction	A course along which someone or something moves.
Dynamics	(of a process or system) characterized by constant change, activity, or progress.
Expression	The action of making known one's thoughts or feelings.
Level	A position on a scale of amount, quantity, extent, or quality.
Matching	Equal in number or amount; equivalent.
Mirroring	The reflection or replication of something.
Unison	At the same time , together.

This unit is inspired by lots of different themes. Here are some that you may explore...

Structuring the Dance

- Getting nectar (balance): 8 counts
- Waggle dance (movement in the hoop): 8 counts
- Busy bees (travel): 8 counts
- Landing time (around the hoop): 8 counts

Secret Garden

Welcome to the circus!

The Rainforest

- Some trees in Tasmania's rainforests can live for 2,000 years.
- A quarter of ingredients in modern medicines come from rainforest plants.
- The Amazon rainforest in South America is so big that if it were a country, it would be the 9th biggest in the world.
- The forest floor is almost totally in darkness; only 2% of the sunlight reaches through the canopy.
- The canopy area of the rainforest can reach 40m high and some trees grow above the canopy to 80m!

JACK FROST

- Start position, 8 counts
- Leaping actions 16 counts
- Set phrase on the spot 8 counts
- Own movement with the scarf 8 counts
- Darting actions 16 counts
- Set phrase on the spot 8 counts
- Own movement with the scarf 8 counts
- Swirling actions 16 counts
- Finishing position 8 counts

Learning objectives
To remember, repeat and link actions to tell the story of my dance.
To develop an understanding of dynamics and how they can show an idea.
Use counts of 8 to help you stay in time with the music.
To copy, remember and repeat actions using facial expressions to show different characters.
To explore pathways and levels.
To remember and rehearse our circus dance showing expression and character.

Assessment Criteria
<p>I am begging to provide feedback using key words.</p> <p>I can copy, repeat, and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner to use mirroring and unison in actions.</p> <p>I show confidence when I perform.</p>

Links to the National Curriculum
<p>English – listening and following instructions , expressing ideas through movement , communicating with a partner.</p> <p>Maths- using counts to stay in time with the music and a partner, use of numbers.</p> <p>Science – Discussing animals , trees , weather and rivers of the rainforest.</p>

Inspiring Dancer
Giovanni Pernice

Key Skills – S.E.T
Social- respect, collaboration, work safely, communication.
Emotional- Independence , confidence , perseverance , determination.
Thinking-provide feedback, comprehension, reflection, observation, creativity.