

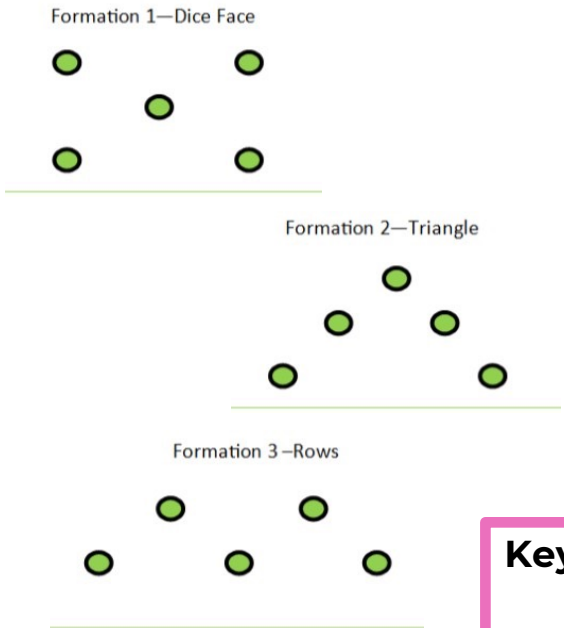
Knowledge Organiser: Year 2 Dance Unit 2



Prior Learning:
Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

Unit Focus:
Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

Equipment needed: Music player, music, cones, hoops, throw down spots, laptop with internet access, resource cards.



Key Vocabulary/Skills	
Comment on contrasting actions.	Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.
Use a clock face to develop a dance.	
Perform 'freestyle' movements.	
Perform a motif to music.	
Explore movement pathways.	

- Key Questions:**
1. What does entering stage mean?
 2. What does 'freestyle' mean in dance?
 3. Can you suggest a way to improve your dance?
E.g., variety of movements, improving timing and rhythm etc.

Head: Volunteer ideas as part of a group.

Hand: Perform with some expression.

Heart: Show engagement in tasks and perform with freedom.

- Concepts:**
- On and off stage, how to move into and out of performance space.
 - Freestyle dance is the when you spontaneously make movement with your body. This means you're not following choreography
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