

## Year 3 Dance Unit 3.1

### National Curriculum objectives

Perform dances using a range of movement patterns.

These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.

### Key Learning

#### Performance and appreciation

- Organising sections of dances to create one piece, working in sync with other group members
- Assess others' work

#### Choreography

- Work as a group to select learnt positions and movements to create short dance phrases.
- Use choreographic devices to enhance dance phrases, including choreographing a solo

#### Movement

- Select and explore a variety of movements, responding imaginatively to a range of stimuli
- Perform movement actions individually, with partners, a group and whole class
- Explore, repeat and link a range of actions with coordination and memorise.
- Respond to a beat, using music as a stimulus to influence dance

### Key Vocabulary


**Canon:** A movement canon occurs when dancers perform the same phrase one after the other.

**Choreographic:** The design of the dance.


**Phrase:** Is a short choreographic element that has an intention and feeling of a beginning and an end.

**Stance:** Dancer's posture, positioning or placement.


### Key Questions




Can you talk about the shapes you have used?



Can you give feedback on a performance?



Can you discuss arm positions and movements?



What did you enjoy most about the cheerleading?

### Equipment

- 15 x Gymnastic mats laid out around the learning space (for cool down)
- Marching music
- Percussion instrument
- Coloured pom-poms
- Video camera

### Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down