


<p>Prior Knowledge & Skills—Year 2 Dance</p> <p>Move smoothly from a position of stillness to a travelling movement.</p> <p>Change height and direction with control</p> <p>Use dance movements to communicate ideas.</p> <p>Copy longer sequences of actions/movements.</p> <p>Put together simple dance steps to form a sequence.</p> <p>Make changes to an action or movement to make simple improvements.</p>	<p>Key Vocabulary</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Acceleration</td> <td>Speeding up movement</td> </tr> <tr> <td>Artistic intention</td> <td>The aim of the dance choreography.</td> </tr> <tr> <td>Canon</td> <td>When the same movements overlap in time.</td> </tr> <tr> <td>Choreography</td> <td>The art of creating the dance</td> </tr> <tr> <td>Duet</td> <td>Two performers</td> </tr> </tbody> </table>	Word	Definition	Acceleration	Speeding up movement	Artistic intention	The aim of the dance choreography.	Canon	When the same movements overlap in time.	Choreography	The art of creating the dance	Duet	Two performers	<p>Famous Sportsperson— Fred Astaire</p> <p>Fred Astaire was an American actor, dancer, singer, choreographer, and television presenter. He is widely considered the greatest popular-music dancer in history. His stage and subsequent film and television careers spanned a total of 76 years. He starred in more than 10 Broadway and West End musicals, made 31 musical films, four television specials, and numerous recordings. As a dancer, his outstanding traits were an uncanny sense of rhythm, perfectionism, and innovation.</p>
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<p>Key Knowledge & Skills</p> <p><u>Year 3:</u></p> <p>Choose movements to communicate a mood or feeling.</p> <p>Perform dance sequences with control, coordination and rhythm.</p> <p>Move in time to music.</p> <p>Create dance sequences using a variety of steps and actions.</p> <p>Suggest ways that others could improve their actions or performances.</p> <p><u>Year 4:</u></p> <p>Choose and combine movements to communicate mood or feeling.</p> <p>Refine movements to create and perform a sequence.</p> <p>Perform dance sequences effectively and in time with music.</p> <p>Evaluate and compare other people's work to improve own performance.</p>	<table border="1"> <tbody> <tr> <td>Execution</td> <td>Carrying out actions with the required intention</td> </tr> <tr> <td>Facial expression</td> <td>Use of face to show mood, feelings, character.</td> </tr> <tr> <td>Improvisation</td> <td>Creating movements without planning them.</td> </tr> <tr> <td>Levels</td> <td>Distance from the ground.</td> </tr> </tbody> </table>	Execution	Carrying out actions with the required intention	Facial expression	Use of face to show mood, feelings, character.	Improvisation	Creating movements without planning them.	Levels	Distance from the ground.	 <p>Local Clubs</p> <p><u>slanteddance</u> do lessons in Norwich and Hethersett. Contact them here: https://www.slanteddance.co.uk/contact/</p> <p>Future Learning—Year 5 Dance</p> <p>Express emotion and feeling through dance.</p> <p>Begin to perform with precision, control and fluency.</p> <p>Refine movements further to perform in sequence with a change in direction, level or speed.</p> <p>Plan and perform to an audience.</p> <p>Describe how one's self or others could improve an action or performance.</p>				
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