

## **Prior Knowledge & Skills—Year 4 Dance**

**Choose and combine movements to communicate mood or feeling.**

**Refine movements to create and perform a sequence.**

**Perform dance sequences effectively and in time with music.**

**Evaluate and compare other people's work to improve own performance.**

### **Year 5:**

**Express emotion and feeling through dance.**

**Begin to perform with precision, control and fluency.**

**Refine movements further to perform in sequence with a change in direction, level or speed.**

**Plan and perform to an audience.**

**Describe how one's self or others could improve an action or performance.**

### **Year 6:**

**Express a range of emotions and feelings through dance. Perform with precision, control and fluency.**

**Devise complex sequences that include changes in direction, level and speed.**

**Create, prepare and perform confidently and effectively for an audience.**

**Demonstrate and model how an action or performance could be**

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*Children will work as a class, individually and within a small group. They will interpret a range of musical styles including modern popular music, classical music and more modern instrumental styles. They will relate their dance to the topic of volcanoes and the eruption of Mount Vesuvius. Children will be encouraged to use other disciplines such as gymnastics and different dance styles to create their performance.*

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Word	Definition
Kinaesthetic	Sensory perception of movement and position
Narrative	Dance that tells a story
Isolation	Independent movement of part of the body
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
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.
Climax	The most significant movement of the dance.