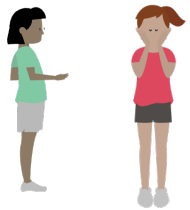
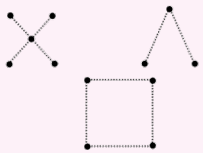
Big Questions

- How did you recreate a penguin huddle?
- How can we show emotions (abandonment) through dance?
- How can the idea of friendship be shown between two performers?
- What does performing solo mean?
- How can you adapt a dance to create a new one?
- Why did you choose the formation you did for your dance?

Sticky Knowledge

- Know how to portray actions and feelings from a picture.
- Know how to show the feeling of abandonment in a dance.
- Know how to perform a dance that shows the friendship between two performers.
- Know how to work solo to create a dance with changes of speed and direction.
- Know why a particular formation was chosen for a dance.

What		Why	How
Create and perform a short dance-based on a visual stimulus - Create a dance to match penguins huddling in the cold.		Being able to convey to an audience the actions and feelings shown in a picture will make the dance much more appealing. It requires thinking carefully about the actions to represent the picture to an audience without the same stimulus.	Think carefully about how best to represent the picture, moving slowly and with control. Try to use actions that convey the feeling and actions of penguins huddling in the cold.
Show feelings of abandonment through dance – Create a dance to show a penguin feeling abandoned.		Learning to express emotions and feelings through dance allows children to develop empathy, promoting emotional awareness and well-being.	Carefully select the actions to match the story. Perform these actions with feelings and emotions to get across the abandonment felt by the penguin in the story.

What		Why	How
Create and perform movements to show friendship – Show friendship between two characters using different devices.		Expressing the relationship between two characters means an audience can understand the story of the dance. It involves creating actions that match two friends that can be performed both in unison and in canon.	Come up with ideas of how friends act with each other and think what are the best actions to represent this. Mix between unison and canon formations.
Create and perform a solo dance using changes of speed and direction – A dance that shows a character travelling quickly out of control.		Moving quickly and changing direction requires body control to ensure movements remain balanced and the performers stay safe. Including a mixture of actions, such as jumps, rolls and flying actions, will add to the performance.	Select actions that can show the fast pace of travel and can be completed safely. Work on different levels with actions to show changes in speed and direction. Always stay in control of the body.
Work with a partner to change a learned dance – Create their own dance based on the same piece of music.		Collaborating with a partner to personalise a learned dance routine requires creative thinking. Substituting movements in sync with the rhythm and music necessitates careful consideration on the part of the performers when selecting which actions to incorporate.	Think about the theme of the dance and which actions you could replace that will not affect the overall dance. Make sure any new actions can still be performed in rhythm to the beats of 8.
Choose and explain the best formation for a group dance		Different shape formations can be used in dances, each with its own strengths. Experimenting with formations helps performers choose the best one for storytelling and audience appeal.	Talk as a group to decide which formation to dance in. Try different shapes and decide which suits the dance best, thinking about the audience and the story being told.
Perform with extension and projection – Extend body parts fully in a dance, matched with positive body action and energy projection.		When a performer extends their limbs and body parts, it enhances their dance and showcases their mastery of movement. This level of care and control captures the audience's attention and creates a positive energy that engages them with the performance. Additionally, projection is crucial in conveying the emotions of the dance to the audience.	Take care when moving, making a real effort to extend fingers and toes. Be confident when performing to draw in the audience's looks.

Year 2 Dance Unit 1 – Crossover skills and knowledge

Dance is a discipline that uses creativity, physical strength, flexibility and team work to create dances to tell a story. Dance comprises 5 main action categories, including 1) travel 2) turn 3) flight 4) gesture and 5) stillness.	Other activities that use some of the same knowledge and skills include: • Gymnastics • Fitness • Yoga/pilates • Parkour

Head

Show confidence to perform in front of others	Select movements that show a clear understanding of the theme/story/idea of the dance
Dance, Gymnastics (All units)	Dance (All units)

Hand

Explore and use basic choreography, including levels, speed changes, unison and cannon	Move with imagination responding to the music	Plan a dance to have a beginning, middle and end	Show good timing with the music	Begin to use formations in a dance
Dance (All units)	Dance (All units)	Dance (All units)	Dance (All units)	Dance (All units)

Heart

Create a short, simple dance with a partner	Attempt to work as part of a group to perform a dance
Dance (All units)	Dance (All units)