



Pinner Wood School



Year Group	6	Term	Autumn 2	Subject	PE (indoor)	Topic	Dance Carnival
						Key Question	n/a
Prior Learning and other Curriculum Links	<ul style="list-style-type: none"> - Year 3 - to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. -Year 4 - explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. - Year 5 - to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an opening ceremony performance. 				Skills statements (Skills)	<ul style="list-style-type: none"> - Pupils can perform accurately and convincingly in character with big bold actions. - Pupils can perform with flow and include a change of level and dynamic. - Pupils will consolidate their ability to evaluate their own and others' performances. - Pupils will apply effective decision making as they construct their sequences. - Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance. - Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances. 	
Fundamentals	<ul style="list-style-type: none"> - Dance: Be able to incorporate multiple turns, circles and movements into a performance with a set theme. Be able to create a group routine and perform in front of other. Be able to improve and evaluate their performance and that of others. 				Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> - Stimulus: stimulus is something that provokes or causes an action or response. - Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. - Rhythm: is a repeated pattern of movements or sounds. 	

Our Curriculum Journey	<p>The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p>		
Key Vocabulary (revisited)	<p>Motif: is a series of movements that are repeated.</p> <p>Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.</p> <p>Interconnecting: are movements that involve one pupil moving over, under, around another pupil or movements that involve two pupils connected to each other</p>	Key Vocabulary (new)	<ul style="list-style-type: none"> - Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. - Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. - Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.