



PE - Knowledge Organiser

Summer 1 – Year 3 – Dance

Knowledge Organiser
Get Set 4 Education

Knowledge Organiser Dance Year 3

About this Unit
This unit is inspired by lots of different themes. Here are some that you may explore...

Machines
There are an estimated 10 million factories in the world. Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines). Machines are made up of different parts that make them work and control their movements... such as levers, cogs, pistons, pumps and chains.

A trip to...
Illustrations of a desert, a beach, a forest, a city, and a snowy mountain range.

Dance Actions
A collection of colorful icons representing dance actions: jump, roll, kick, slide, step, perform, twist, sit, fall, spin, and dance.

LINE DANCING STEPS

Step 1: The Fan 2 4 6 8
COUNT: 1,2,3,4,5,6,7,8

Step 2: Heel, Toe counts: 1,2,3,4,5,6,7,8
COUNT: 1 2 3 4 5 6 7 8

Step 3: Grapevine counts: 1,2,3,4,5,6,7,8
COUNT: 1 2 3 4 5 6 7 8

Powerful Knowledge

action: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
create: to make
dynamic: how an action is performed e.g. quickly, slowly, gently
explore: to try out and discover ideas
expression: actions or gestures used to share thoughts or feelings
extend: to make longer

feedback: information given to make improvements
formation: where performers are in the space in relation to others
interact: to communicate with others
pathway: designs traced in space (on the floor or in the air)
perform: to present to an audience
pose: a position, usually still
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Ladder Knowledge

Actions: If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics: All actions can be performed differently to help to show effect.

Space: Use space to help your dance to flow.

Relationships: 'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

Social share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional confidence, acceptance, sensitivity, perseverance

Thinking select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation

You should be bare foot for dance. Ensure you always work in your own safe space when working independently.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.

How will this unit help your body?

balance, co-ordination, flexibility.

Head to our youtube channel to watch the skills videos for this unit. @getset4education156