

Year 4 Term 1  
**PHYSICAL EDUCATION**  
**Dance**



**National Curriculum Links:**

Perform dances using a range of movement patterns.  
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Essential Prior Learning:**

Use travel, turning, jumping and levels in dance.  
 Combine movement skills, different planes of movements: Forwards / backwards, side to side and twisting.  
 Work co-operatively with a group to create a dance sequence including start and end positions.  
 Know that dance improves people's flexibility.  
 Start to count out the phrases of 8 counts within the music on the regular beat correctly.

**Progression in Skill:**

Principles of Dance – Travel, Turn, Jump, levels, stillness.  
 Link several movements together to form a sequence, including a variety of levels; remember the movement order and perform the sequence.  
 Demonstrate precision of movement and co-ordination.  
 Work with a partner to create dance sequences with good synchronicity.

Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.  
 Dance increases muscular strength.  
 Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.  
 Ana Pavlova was a Russian prima ballerina – the first ballerina to tour the world.

**Long-term Memory Knowledge:**

Name the principles of dance you have used in your sequence.  
 Create a dance sequence of several movements that uses multiple levels; perform the sequence from memory.  
 Know what is meant by precision of movement and co-ordination, show both in your movements.  
 Work with a partner, making sure you are in time with each other and the music.  
 Identify feelings or ideas that are being suggested by a piece of music and then suggest possible movements (including moments of stillness) to show these.  
 Count phrases of eight count in the music.  
 Know who Ana Pavlova was and why she is famous.

**Key Vocabulary**

<b>precision of movement</b>	the accuracy with which you perform each movement: your body making exactly the right shape, at the right point in the music
<b>co-ordination</b>	the ability to move different body parts in time with each other and the music
<b>synchronicity</b>	moving in time with the music and your partner/others in the group

<b>musical phrase</b>	a short sequence of notes, a bit like a sentence in that they work well together to make a pleasing tune
<b>prima ballerina</b>	the highest-ranking female dancer in the company

**Progression in Resources:**

Computer, speaker, Imoves – Viking Dance

**Relevance**

<b>Now</b>	Enjoy moving using different dance actions and remember simple sequences. Work with others to copy and create a range of movement pattern.
<b>Future</b>	Recognise how music and movement make us feel and how it can support someone's wellbeing. Suggest movements that would be fitting for different pieces of music.
<b>Aspiration</b>	As adults, be inspired to create dance sequences either for enjoyment or for performances. Seek a career in performing arts showing confidence, coordination, teamwork, and perseverance.