



Knowledge Organiser: Dance Y1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Key Vocabulary:

• counts • action • travel • pose
 move • direction • forwards • backwards
 • speed • fast • slow • level • shape

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).