


Scott Primary School – KS2 Dance Knowledge Organiser

Key Vocabulary	Knowledge																																																								
<p>Basic Body Actions: Step, Gesture, Travel, Stillness, Jump and Turn</p> <p>Creativity: using your imagination to express emotions and ideas both physically and in writing.</p> <p>Movement Memory: The automatic recall of learned movement material.</p> <p>Count: Equal beats usually paired with the music—can be 4, 8, 16 or 32 in length</p> <p>Set: A given number of beats/actions that can be repeated. Sets are usually made up of 4, 8, 16 or 32 counts.</p> <p>Trigger: Where another person, part of the music or a cue is used to trigger a dance move.</p> <p>Unison: Two or more people doing a range of moves at the same time.</p> <p>Cannon: when 2 or more dancers perform the same move one after the other</p> <p>Plan: to have an idea of how the dance will go before starting the physical aspect.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Counts</th> <th style="text-align: center;">RH</th> <th style="text-align: center;">TQ</th> <th style="text-align: center;">AJ</th> <th style="text-align: center;">JH</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1-8</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">9-16</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">17-24</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">25-32</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">33-40</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">41-48</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">49-56</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">57-64</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">65-72</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">73-80</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Planning</p> <p>Planning a dance provides a structure and is very useful if you're only practicing once a week!</p> <p>It allows you to easily recap the routine and shows each dancer's specific part of the dance.</p> <p>It is especially useful when different members of a group are doing different actions at the same time as others and shows when a trigger is for a certain move. Changing the plan is useful if some moves don't work.</p> <p>A basic example template is shown above.</p>	Counts	RH	TQ	AJ	JH	1-8					9-16					17-24					25-32					33-40					41-48					49-56					57-64					65-72					73-80					<p>Identifying Basic Body Actions</p> <p>Pick out where the BBA's can be used from reading the short story:</p> <p>Into the woods</p> <p>Charlie travels quickly into the woods, she suddenly rolls out of the way of a falling tree and turns to avoid the branches.</p> <p>She pauses because she hears an unusual noise and isn't sure what it is, she bends down to check the ground for clues.</p> <p>Step, Gesture, Travel, Stillness, Jump and Turn</p> <p>Certain words can be interpreted as different BBA's</p>
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	<p style="text-align: center;">Dragons</p>  <p>How does a dragon move?</p> <p>What are the dynamics?</p> <p>Strong, powerful, fierce, glide, slow, fast, fiery, wings</p>	<p>Story Telling</p> <p>Creating a basic story for a dance give it meaning and shows off the performer's creativity and imagination. The audience will engage with the performance following the story. Story telling can be done through any style of dance and both the movements and performance from the dancer(s) helps project the story to the audience.</p>																																																							