

Dance – Evaluating and Improving

Keywords

Focus	Determination
Creative	Critical
Beauty	Unison
Timing	Space
Music	Fluency
Feelings	Creativity

Can you think of anymore?

What can you do?

Evaluating and Improving Performance

Can watch, describe and discuss their peers' work.

Can begin to identify different levels of performance and use simple subject specific vocabulary to describe and discuss what they see.

Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.

From observation of others can you begin to describe constructively how to refine, improve and modify performance?
Refine own performance in response to comments of others and self-analysis.

Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.

Through effective analysis, identifying strengths and weaknesses, significantly improve quality of performance in their own and others' work.

Watching Dance Performances



When watching dance performances look out for:

- Do they use pointed toes and extend arms/legs?
- Do they perform in time with each other?
- Is the routine creative?
- Does it fit with the mood/theme of the music?



Think, what level would you give it?

Dance – Developing Skills

Keywords

Control	Focus
Balance	Grace
Beauty	Timing
Turns	Space
Music	Routine
Feelings	Interpretation

Can you think of anymore?



Acquiring and developing dance skills

Can copy, explore and perform basic actions in response to teacher led stimuli.

Responds imaginatively, and with control and co-ordination. Uses different body parts. Can vary dynamics, speed, direction and level of their movements.

Improvises freely, individually and with a partner, can translate ideas from a stimulus into movement.

Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency.
Can incorporate different dynamics and develop new actions with a partner and in a group.

Can perform and create movement motifs in a variety of dance styles with accuracy and consistency.

Perform with a growing sense of style showing more complex movement patterns and an awareness of musical accompaniment i.e. rhythm and

Jumps



Teaching Points

- Use arms to control height and body position.
- Extend arms and legs fully.
- Point your toes and smile.

Turns



Complex



Simple

Teaching Points

- Use arms to stabilise your turn
- Keep head up and focus on a point in front of you.
- Perform these turns on the balls of your feet.

Can you create a small paired sequence that uses jumps, turns and space?

Dance – Applying Skills

Keywords

Control	Focus
Timing	Composition
Beauty	Timing
Movement	Theme
Music	Routine
Feelings	Interpretation

Can you think of anymore?

What can you do?

Mood & Themes



Listen to music that your teacher plays.

- How would you move to it?
- What types of dance movements can you think of?

Routines



TASK: Can you create a small routine that has a theme, mood or tells a story?



Selecting and Applying dance skills

Begins to choose and link basic actions appropriately.

Chooses and links actions to create an expressive dance phrase which shows some creativity and link to the music.

Applies basic compositional ideas to create dance phrases with a partner or in a small group.

Compares, develops and adapts movements/motifs to create longer dance routines.

Selects and uses a wider range of compositional skills to demonstrate their dance ideas in response to music.

Demonstrates a growing sensitivity to accompaniment and adapts known dance styles and material to create dances.