



Dance



PE
Year 6

Can I create balances and movements that represent The Titanic, showing expression and creativity?
Can I create different movements that replicate the ship arriving at a port?

Can I recreate (through controlled movement) The Titanic hitting an iceberg?
Can I perform choreographed movements that incorporate emotion, expression and characterisation?

Can I demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking?

Can I create movements that represent the different social classes in 1912?
Can I use levels and characterisation to differentiate between each of the different social classes?

Can I develop group movements selecting and applying choreography into a routine?

Can I continue to review, describe and evaluate my dance performances?
Can I continue to rehearse and perform my dance sequences incorporating emotion, expression and characterisation?

Celebration/Evaluation
To perform my dance in front of my peers.

Key Vocabulary
Excellent dancer, Expression, Creativity, Emotion, Motif, Rhythm, Choreography, Balance, Levels, Characterisation, Rehearse

What to revisit?
Y5 Gymnastics / Dance—Creating balances
Year 4—unison and canon movements
Year 4/5—Characterisation and expression in dances