Physical Education
Dance: Mr Candy's Sweet Factory

Unit Purpose

The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance.

Pupils will be able to create a **motif** and will develop their motifs with a partner to include some different elements of **choreography, including telling a story**.

Inspire Me

Did you know... it's believed that the candy bar was invented in England in 1847. It is now considered that there are more than 40,000 different candy bar varieties across the world!
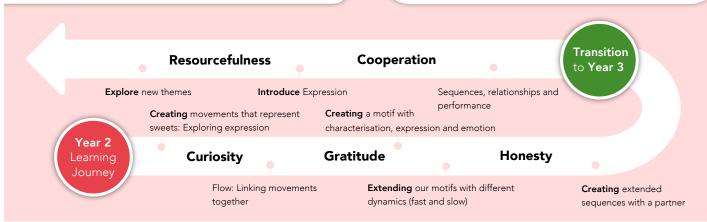
Key Success Criteria

(P) Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

(C) Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.

(S) Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.

(W) Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

Sport Specific Vocabulary

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: is a series of movements that are repeated.

Year 2 Learning Journey

Resourcefulness

Cooperation

Transition to Year 3

Explore new themes

Introduce Expression

Sequences, relationships and performance

Creating movements that represent sweets: Exploring expression

Creating a motif with characterisation, expression and emotion

Curiosity

Gratitude

Honesty

Flow: Linking movements together

Extending our motifs with different dynamics (fast and slow)

Creating extended sequences with a partner

Complete P.E.
INSPIRE LEARN SUCCEED