



Physical Education

Dance: Wild Animals

Unit Purpose

The unit of work will challenge pupils to respond to different stimuli being able to **sustain characters** to add drama and **emotion** to the dance.

Pupils will bring together the **choreography** to create a final performance in groups.

Inspire Me

Did you know... Giraffes have black tongues. Why? It's so they don't get sunburnt while they eat. Their tongues on average are around 20 inches long.



Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- C** Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- S** Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

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

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



Sport Specific Vocabulary

Motif: is a series of movements that are repeated.

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

Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

Integrity

Developing character dance. Exploring two contrasting cats

Wild Animals: Responding to stimuli

Communication

Extending sequences with a partner in character

Extending sequences with a partner in character

Cats: Responding to stimuli working together

Transition to Year 4

Year 3 Learning Journey

Problem Solving

Developing character dance into a motif

Cooperation

Developing sequences with a partner in character that show relationships

Self Motivation

Extending dance skills in choreography