Get Set 4 P.E.

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring

Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

Key Vocabulary:

- levels
- actions
- formation
- timing
- phrase
- performance
- expression
- unison
- posture
- dynamics
- canon
- choreograph
- contrast
- structure

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Unison: Two or more dancers performing the same movement at the same time.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Formation: Where dancers are in relation to each other.

Canon: Performing the same movement, motif or phrase one after the other.

Structure: The way in which a dance is ordered or organised.

Phrase: A short sequence of linked movements.