

# **Physical Education**

Dance: Cats

#### **Unit Purpose**

The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.

#### Inspire Me

Did you know... the first year of a cat's life is equal to the first 15 years of a human life. The average cat spends 70% of their lives sleeping, which works out to be around 13-16 hours a dav.



# **Key Success Criteria**

- Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- $(\mathbf{c})$  Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- (**S**) Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.
- (**w**) Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.



## **C** 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.

Flow: This is when a dancer moves from one action to another smoothly and without stopping.

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



#### **Decision Making**

Extending Greek God sequences using

**Exploring** the Greeks using compositional principles

Creating movement using improvisation Cats: Responding

compositional principles to stimuli working together

**Developing** character dance. Exploring two contrasting cats

Year 4 Learning Journey

#### Communication Integrity

#### Resourcefulness

Extending sequences with a partner in character

Developing sequences with a partner in character that show relationship and interlinking movements Sequences, relationships, choreography and performance

**Transition** 

to Year 5

