

# PHYSICAL EDUCATION KNOWLEDGE ORGANISER

## Year 5 Dance activities – Narnia

### I will learn...

#### HANDS

to develop my imagination and creativity in movements & gestures relating to the Narnia theme.

to perform motifs using the actions of travel, turn, jump, stillness, gesture, direction & level in a longer dance that includes working on own and with others at different points.

to show I understand dynamics by being able to change pace & timing.

to use stillness & gesture to show emotions of astonishment, wonder, fear & self-preservation using appropriate body language and facial expressions that create atmosphere.

to improvise in larger groups, practising working in close physical contact with others.

to perform as multiple characters independently.

#### HEAD

to plan & remember when to change speeds & dynamics.

to use my knowledge of a story from English lessons.

how to use some dance vocabulary to suggest how to improve my work.

to talk with others when planning in a larger group.

to remember & recall motif order in a longer dance.

#### HEART

to show what it means to be safe and follow all instructions.

to work on own and with a partner safely whilst sharing space & apparatus.

to compare my own performance to previous efforts & also to that of others.

to take on the challenge of more advanced choreography.

how to lead part of a warm up.

why exercise is good for my health and well-being.

to explain reasons for changes in the body at different points throughout a warm up / activity.

**Key questions:** Did you use appropriate actions to devise a motif of a game? How did you create atmosphere with body shapes & facial expressions? What are mythical creatures? Can you work together in a group? What characteristics does the white witch have? How did you perform slowly to show melting? How did you hold your shape still? What shapes did you choose for your battle scenes?

### Key vocabulary:

**Narnia** – a fantasy world created by C. S. Lewis where some animals and mythical creatures can talk, and magic is common.

**Evacuees** – children removed from areas that were likely to be bombed during World War 2 and placed with families in areas that were at less risk.

**Atmosphere** – actions and gestures create a mood that contributes to the dance theme.

**Weight bearing** – supporting the weight of another performer in a still shape.

**Basic actions** – the elements that are included in choreography: travel, turn, jump, gesture, stillness, pathways, direction, levels

**Motif** – a short section of dance. Motifs can be joined together to create a longer dance.

**Gesture** – telling a story or showing feelings whilst performing without using words.

**Expression** – the way a dancer uses movements, facial expressions and body language to show emotions.

**Dynamics** – how actions are performed and changed to being performed in a different way. E.g. changes in speed, direction, level, atmosphere, mood etc.

**Control** – Actions can be started and stopped, shapes can be held still and directions travelled in can be changed efficiently.

**Quality** – Performing to the best possible standard.

**Evaluate** – Receive or give feedback to self / others that makes a judgement on the strengths and weaknesses of a performance.

**Improve** – Use judgements to make execution of movements or the performance better.

